

# RECREATION

— April 1937 —

"People Laughed"

Back to Atlantic City!

Experience in Citizenship

By C. Frances Loomis

Play for Handicapped Children

By Edith Wheeler

When the Gypsies Come to Reading

By Kathryn C. Keppelman

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# RECREATION

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# How Can I Make People Like Me?

**N**OT THE CLOTHING WORN, not the house lived in, not the position held makes people like you; rather what you yourself are, the amount of life there is in you, the spirit you carry, your inner attitude toward others.

A zero or near zero person does not excite you overmuch. You do not like or dislike, you just make an effort not to ignore.

Father—your father—may be as faithful as any machine, as regular as any clock, may keep more than ten commandments, may be a one hundred percent meal ticket, but—suppose he cannot tell any bed-time stories, cannot sing, cannot act, cannot even make a willow whistle, comes home every night too tired to smile, too tired even to talk much, too dull even to be a live listener, if he has no “language of play,” of human relationship through which to share himself with his family, of what use is he to his child? Food, clothing, shelter the child takes for granted—that of course, but what more—what extra?

What is above the basement of life,—the life activities, the recreation activities—gives meaning even to the foundation. Recreation helps to make and keep you a person and makes it easier for you to reveal what you really are.

Just being “a person” is of course not enough. The kind of person you are is important. Many vital, dynamic people push and crowd and shove and are plain disagreeable. They just are “poison.” Recreation does aid in keeping poisons from accumulating inside, in keeping lives ventilated and flowing. The face lights up more easily, it is easier to remember that there are other people, if you have some recreation, if you have the spirit of play inside. Even individual play is not really solitary. You like to see other people's faces light up, too.

How can you make people like you? First, be careful in choosing your grandparents. Even if they lived the hard life of pioneers make sure that they attended the barn raisings and the huskings and sang in their homes on Sunday night. Then choose your father with care and even more your mother. If you can find a mother who was herself a play leader, a kindergartner, a Camp Fire girl, a Girl Scout, so much the better. You want a mother who makes the home a real center with music and games and the sharing of all good living. Then be careful in choosing a place to be born. As you look about, make sure the neighborhood has a playground, a recreation center near, where you can always go when you are free and be sure of finding other children who want to play, where you can have a marvelous time, with a good, happy play leader in charge. Then later you will never have memories of being lonely as a child, of being bored, left out, of being bullied by older boys, or learning to bully others yourself. As you look for a birthplace, be sure there is a church where there is opportunity for members and their families to play together as well as worship together.

You tell me that your grandparents, and parents, and neighborhood and church are all settled. You are really grown up now. You have no memories of happy childhood recreation in the home and in the neighborhood center. Well, that is just too bad. Where do you come in?

Why not pretend that you did have all that you would wish for your children? Why not live as if you had been brought up in the play tradition—to live a little time each day or at least each week—if you cannot live all the time? Why not live as play-trained children do as if work were not the end of all life,—live with your children, your neighborhood, your generation? Why not help to unite all men of good intent in making at least a part of the world happier, hoping that a happier world for all will be at least a little better world?

We cannot always know morally what is better and what is worse. Usually it is easier to tell what are the human activities that bring enduring joy.

How can you make people like you?

Even a dog is puzzled when he finds a man without the spirit of play, a man who makes no response when a stick is temptingly dropped at his feet. If you want dogs and men to like you, keep the play spirit, keep the world around you one that has the play spirit.

HOWARD BRAUCHER.

APRIL, 1937

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CATALOG

April



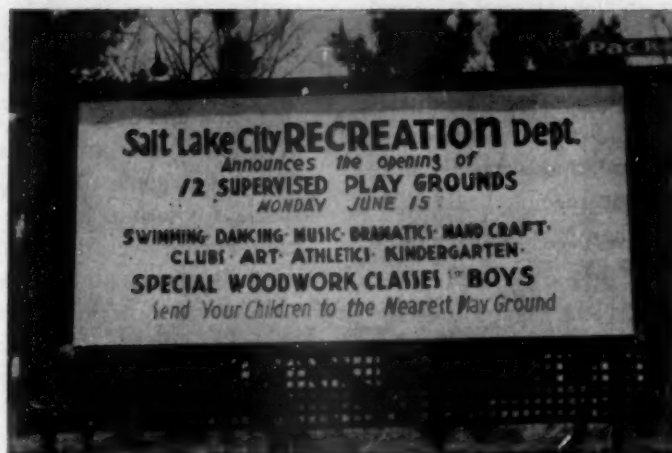


# Go to Your Nearest Playground!

**W**HAT activities are you planning for your summer playground? Are you thinking about ways of making the program a little different? Of adding the spice of variety? True, there is little that's new under the sun, but sometimes there are new ways of doing old things! Here are a few suggestions from last year's experiences.

**The Lure of the Fireplace.** Last summer the children of East Orange, New Jersey, playgrounds maintained by the Board of Recreation Commissioners enjoyed a number of programs centering about the fireplaces on three of the playgrounds. Groups hiked for picnic meals from the three playgrounds without fireplaces to those which were the proud possessors of these outdoor cooking places, and everything from hot dogs to fudge was cooked by the youthful campers. So much interest was aroused at two playgrounds that at the end of daylight saving and the closing of playgrounds at six o'clock, Saturday morning fireplace breakfasts were substituted for the fireplace suppers during the remainder of the playground season.

**A Family Heirloom Exhibit.** Another new project last year was the family heirloom exhibit held on each of the six playgrounds in East Orange. Beginning as a children's exhibit of family heirlooms and keepsakes, interest spread to the grown-ups with the result that almost as many articles were entered by them as by children. Adults made up half of the large crowds attending the exhibit at each playground. There were no awards or competitive grouping of articles; they were merely on display with little placards giving some interesting bit of history concerning them. Many of the exhibitors stayed by their exhibits and related their history to those viewing them. This gave an in-



Such sign boards as this will soon be dotting the highways of America, and many thousands of children will eagerly accept the invitation which communities everywhere will extend to "come to the playground."

formal and personal touch to the occasion and made it more interesting.

**There's a Use for Everything!** Recreation departments have become most resourceful in ferreting out material for use in their handcraft program. Raymond T. Forsberg, Superintendent of Recreation in Salt Lake City,

Utah, states that the Emergency Service which is working closely with his municipal recreation department has discovered some ingenious ways of providing materials and devising projects.

To secure cigar boxes which play so important a part in the handcraft program, newspaper boys were enlisted through a contest in the gathering of the boxes. The boys collected approximately 8,000 boxes in a period of a little over a month. Merchants saved the boxes for the boys who were identified participants in the contest.

Film cans are generally disposed of by film exchanges as being worthless, but these empty tins can be used in numerous ways in a handcraft program. Sewing baskets, book ends, hot plate holders, banjos, tambourines, lamp shades and tin can articles of all types can be fashioned from these cans.

Bowling pins that have reached stages beyond practical use constitute desirable lathe material. The Salt Lake City recreation department has supplied each play center with croquet sets made chiefly from old ten pins. Table lamps, ash trays and games may also be constructed from these maple pins.

Street car advertising cards offer one good side for poster work and other cardboard projects. A use may be found for window display cards which may be obtained with the expenditure of little effort.

**A Story-Telling Festival.** Story-telling was one of the most popular activities on the playgrounds of Danville, Illinois, last summer, and interest in the program culminated in a story-telling carnival. The children taking part in the carnival followed a fiddler who led them to bands of wandering story-tellers, folk dancers and musicians. The story-tellers, in costumes of the various countries they represented, entertained the children with tales of fairy and folk lore and with thrilling stories of knights and adventure. The folk dancers danced on the green to the songs of the singing fiddler.

**Mothers and Dads Clubs.** The Playground and Recreation Association of Alton, Illinois, has organized a number of dads clubs and mothers clubs which are helping to develop the playgrounds in their neighborhoods.

It all started when a club was organized for the single purpose of helping to promote a playground in a section of the city where it was badly needed. This pioneer dads club, known as the Kiwanis Water Tower Dads Club, did such an excellent piece of work in acquiring a lease for a playground and shelter house, installing flood lights and other equipment at their playground that other groups were inspired to organize for the benefit of their neighborhoods. There are now seven dads clubs and four mothers clubs all doing everything they can to improve facilities and programs.

During the past year the Kiwanis Water Tower Dads Club raised \$1,339 which they spent on acquiring additional property, improving flood lights, sponsoring a baseball team and improving the shelter house. Hellrung Playground Dads Club raised \$725 all of which was spent on improving the playground. They recently purchased thirteen flood lights, paid a coal and janitor bill and a number of other bills. The Mothers Club of Hellrung Playground raised \$426 which they spent on flood lights, a loud

speaker system, drapes for the building, dishes and other supplies.

All of these clubs help keep interest alive in their respective playgrounds, and there is a natural rivalry between the clubs as each seeks to outdo the others in making its playground the most attractive and popular in the city.

**"Come and See" Days.** More communities than ever before last summer initiated "Come and See" Days. On some of these days parents received special invitations to come to the playgrounds and such events were scheduled as father and son baseball games and mother-daughter volley ball games. In some instances an invitation was extended to citizens in general to visit the play areas, and automobile tours were arranged which would give the visitors an opportunity to see just what the city had to offer in facilities and programs.

**Community Nights.** The Bloomfield, New Jersey, Recreation Commission in a bulletin to workers suggests that one evening each month be devoted to a community night presenting a program designed to show the parents what children have been doing on the playground and to secure their interest in the activities. A typical community night, the bulletin suggests, should include the best of the activities conducted during the week and activities which parents and children can enjoy together. Among such activities are the following:

- Boys' baseball game
- Girls' volley ball game



When days are hot, or when it rains, quiet games will have a special appeal for the children

Father and son baseball game  
 Father and son horseshoe game  
 Mother and daughter volley ball game  
 Kazoo band  
 Kitchen band  
 Community singing  
 Toy orchestra  
 Folk dancing  
 Games, contests, stunts and relays for adults  
 and children  
 Stunt night  
 Pet and hobby show  
 Lantern parade  
 Mother and daughter night  
 Pageant  
 Handicraft exhibits  
 Dramatics  
 Father and son night  
 Floral parade  
 Flower show  
 Sports night  
 Circus  
 Cycle night (anything on wheels)  
 Get acquainted night  
 Picnic night  
 Minstrel show  
 Mock track meet  
 Vehicular night  
 Top spinning  
 Father and son marble game  
 Nationality nights

**Come and Bring Your Supper!** This was the invitation issued to family groups in one city where community night programs were held last summer. And after supper came volley ball games and circle games. The program features of community night were developed from activities on the playgrounds and included toy orchestras, quartets, harmonica bands, ukulele selections, dancing numbers, dramatic groups, and pantomimes. Community singing, it was found, helped to make the group feel more at home, and many spontaneous features were developed.

**Circuses Galore!** Play days and playground circuses added enormously to the interest in the playground program in Cincinnati, Ohio, during part of July and all of August when performances were given twice a week on various playgrounds. The WPA band and circus, both Federal projects, were important sources of entertainment at play days. The schedule at each playground was somewhat as follows: At 11:00 in the morning play day opened with an exhibition of stamp clubs and the band gave a concert. This was followed

by races and contests for boys and girls up to fourteen. Then came a comedy softball game in which the male participants wore skirts. Between 2:30 and 3:00 the WPA band gave its concert followed by an exhibition of model flying planes. At 3:00 P. M. a salute to the flag was given by all present. Then the WPA circus — clowns, acrobats and other performers — went into action. Among other attractions were a wire walking act, an act by the playground magician, and a performance by a trained dog and pony. The day was brought to a close with the serving of refreshments by playground mothers' clubs, PTA and other organizations.

**Everything on Wheels.** Wheel Day was a special activity developed on the playgrounds of Danville, Illinois, last summer. There were races and parades in which approximately 1,500 children participated, with bicycles, tricycles, two wheel carts, scooters, wheelbarrows, wagons, kiddie cars, and toy automobiles. Some of the outstanding novelties displayed at Oaklawn Community Center playground included an old-fashioned stage coach with footmen and driver, drawn by four boys dressed to represent horses; a cart with attendants carrying fans and dressed in South Sea Island costumes, and a doll buggy decorated in colored crepe paper. After a parade at each playground a series of novelty races were staged. The events for bicycles included a cross-country race, obstacle races, chariot races, trick riding, coasting for distance, and riding without holding handle bars. For smaller children there were tricycle and roller skating races.

**A Record of Happy Memories.** Each playground conducted by the Bloomfield, New Jersey, Recreation Commission was urged to keep a notebook which will serve as an up-to-date annual or scrapbook showing the various events on the playgrounds. Materials, it was suggested, should be arranged according to a definite plan, possibly with a division for each of the following: Athletics; rhythmic activities; drama; publicity; special activities; special days; handicraft; music; page for jokes, etc.

Another suggestion was that a day by day record be kept in the form of a diary. For this the children brought clippings from home.



# Charles Hayden

ON JANUARY 8, 1937, Charles Hayden of New York City died. When his will was read it was learned that the greater part of his estate, estimated at about \$50,000,000, had been left to establish a foundation for boys and young men to be known as the Charles Hayden foundation.

"I am firmly convinced," said Mr. Hayden in his will, "that the future of this nation and of the world, for that matter, depends in no small part upon the young men of the United States, and that if they receive proper training in boyhood and youth through education, mental recreation, wholesome educational entertainment and coordinated physical training, and more than all, if in addition they be fostered and encouraged in the manner of right and proper living and the principles thereof properly inculcated, to the end that they may be kept from evil environments and guarded against baneful influences, we shall rear a nobler race of men who will make better and more enlightened citizens, to the ultimate benefit of mankind."

The general purposes of the foundation Mr. Hayden listed as follows:

- (1) To assist needy boys and young men.
- (2) To aid and assist in charitable and public educational uses and purposes for the moral, mental, intellectual and physical well-being, uplifting, upbuilding and development of boys and young men of this country.
- (3) To found and/or to provide scholarships for deserving boys and young men of this country, and for graduates or undergraduates of colleges, and to assist them in attending any educational institution in this country or abroad.
- (4) To assist in and/or to found, equip or provide for the maintenance of institutions or asso-



CHARLES HAYDEN

ciations for the advancement of learning in this country.

(5) To aid, assist, build, equip and maintain clubs, gymnasias and recreation centers in this country for the training and development of boys and young men.

(6) To aid and assist and to receive, hold, administer and dispose of property to or for the benefit of any university, college, school or other institution for the advancement of learning or of any branch or department thereof or for the benefit of any hospital or of any branch or department thereof.

## Service to the National Movement

For the past ten years Mr. Hayden had served as a member of the Board of Directors of the National Recreation Association. His services to the Association and to the country at large were commemorated in the following resolution passed by the Board of Directors:

"The National Recreation Association records with profound regret the death on Friday, January 8, 1937 of Charles Hayden who for ten years served as a member of the Board of Directors. Mr. Hayden's first service to the Association was in 1917 when he helped on the finance committee for War Camp Community Service. Mr. Hayden always gave generously himself. In later years as sponsor for the Association in New York City, he helped to increase the number of friends giving and the size of contributions. He was generous in allowing the use of his name and connections in the service of the Association. With all of his business interest, Charles Hayden found time to think about and work for recreation, education and leisure-time activities. He cared deeply for

(Continued on page 42)



# For Newer and Better Houses!

*Compiled by* **WALTER DAHLBERG**  
Minneapolis Park Board

**I**N SEPTEMBER, 1936, instructors at twenty-four of the Minneapolis Park playgrounds were furnished with craft materials for the construction of miniature houses and furnishings. Each playground was permitted to design and construct a house of its own choice. A sample house was built by the craft supervisors to demonstrate building technique to the instructors, but the style of architecture, the size and the arrangement of the rooms were left to the individual playground. Each playground was asked to have its house ready by December 15th, as it was planned to present the completed houses to the children in homes, orphanages and hospitals as Christmas gifts.

The playground children went to work with great enthusiasm, digging up plans, designing rooms and planning furniture. Although no awards were offered in competition, the children on each ground wanted their house to be more attractive than the neighboring park's house. The result was that the young builders fairly outdid themselves in creating houses of original and unique design, and in furnishing them in excellent taste down to the most minute detail. Playground instructors reported that few projects had aroused so much interest as the construction of these miniature houses.

On December 15th the completed houses were brought in from the parks and placed on display in the Mayor's reception room at the City Hall for three days. At the end of the three days so many people still crowded the display room that Mayor Thomas E. Latimer decreed that the houses be permitted to remain on exhibition for three more days. This was done at the expense of city boards and commission which regularly use the Mayor's reception room as a meeting place.

For enthusiasm and interest few craft projects conducted on the park playgrounds of Minneapolis, where Karl B. Raymond serves as Director of Recreation, can compete with the doll house project introduced in the fall of 1936. Because of its success and the widespread comment it created, some of the details of the project will be of interest.

The houses ranged in architecture from English Tudor and Spanish adobe down to our latter-day American bungalow and the ultra-modern house of the type exhibited at the Chicago World's Fair. They varied in size from two feet to five feet in width and length, and from four rooms to twelve rooms, but all were uniformly well executed from a craft standpoint, and all were tastefully furnished.

A detailed description of two or three of the outstanding houses will give an idea of the thoroughness of execution and the attention to detail which marked the project.

## **North Common's Old English Half-Timbered House**

The house constructed by the North Common's playground children was built in the English half-timbered bungalow style. The house was about three feet square and built with a detachable roof to provide access to the interior.

Three ply panel wood served as the basic material for the walls. The half-timbers were applied, and the panel wood surface was plastered both on the exterior and interior. Mottled tones of color were then stippled onto the plaster and given a swirled effect by use of water mix putty applied heavily and textured while still wet with a stiff bristle brush used with a swirl technique.

Trimming such as window casings, door casings, mop boards and rafters were made from balsa wood of a scaled width and thickness. The chimney was constructed of plaster shaped to look like flagstones and variously colored red-sienna, blue-violet, grey and sand. Shingles, two inches long and varied in width, were cut from suit boxes. One inch of overlap was used in laying the shingles.

The porch, the vestibule and the stoop were built separately and attached to the house. Doors



Interior of the Colonial house showing details of the rooms and the furniture

were eliminated from all rooms with the exception of the bathroom. Sheet celluloid was used for the windows.

The interior of the house was divided in five rooms: living room, dining room, bedroom, nursery, kitchen and bathroom.

A short walnut-stained stairway with a carved rail led from the vestibule down to the living room, which was built lower than the other rooms. The color scheme was red, gold and green. Furniture in the room included a grand piano, a radio, a fireside bench, andirons, a davenport, two chairs, a footstool, two end tables and two lamps.

The dining room, which was of the sunken variety, contained eight pieces of furniture—a Tudor table, a buffet and six chairs which were upholstered in red. All of the furniture was hand-carved.

The master bedroom contained an English bed, a chest of drawers, a vanity and a cedar chest. All of the furniture was of two tones. The accessories—drapes, rug, curtains, spread and pillows—were done in orchid.

The nursery, done in blue and peach, contained a bed, a chest of drawers and a vanity. The accessories were in peach.

The kitchen, which was in white with black trimming, contained a sink, built-in cupboards, a table, two chairs, a refrigerator, an electric range and refuse container.

The bathroom, located between the nursery and the bedroom, was done in or-

chid and green and contained a bath tub, a lavatory bowl and a stool.

#### Powderhorn Park's Colonial House

The house from Powderhorn Park was built in the Colonial style with a gabled roof and window shutters. The exterior was completely sided with a deep siding, its one end being broken by a wide brick chimney. Exterior colors were green and white.

The interior had its full length living room, complete in all its details of trimming and furniture. Wallpaper was used throughout in the interior scheme of the house. A dining room, kitchen, bedroom and large hall completed the first floor arrangement. The second floor had three large bedrooms, upper hall, nursery and a bath. The craftsmanship in the construction of the furniture was unusual. Miniature wax fruit, crepe paper flowers and other minute details were not lacking.

**Living Room.** Full length, in gold color scheme with gold curtains. Tan-gold carpet. Overstuffed davenport and chair to match. Overstuffed occasional chair and footstool. Magazine rack and bookcase. White wax vase with chrysanthemums

on the floor by fireplace. Candle holders of yellow construction paper and yellow candles over the fireplace, together with a clock made of wood and construction paper.

**Dining Room.** Wallpapered blue and cream. Blue curtains. Bluish rug. A dish made of blue construction paper and fruit made of wax on buffet. Candle holders of blue construction paper with red candles also on buffet. Lace tablecloth and flowers (red roses made with crepe paper) on dining room tables. Upholstered chairs covered with blue crepe paper.

**Kitchen.** Green and white. Cupboards, sink, table, chairs, range and refrigerator.

**Two Halls.** Cream-colored wallpaper. Green rug.

**Upstairs Hallway.** Table and chair with French telephone (made of wax—black) and a telephone book. Indian rug on the floor and the same on table.

**Bedrooms.** Back downstairs bedroom—pink bedspread and ivory furniture. Large bedroom—twin beds of yellow walnut. Front bedroom (small)—peach and white spread. Peach curtains.

**Nursery.** Blue and pink color scheme. Rugs made of pink crepe paper with a border of light blue. Furniture a light blue. Walls pink. White lace curtains with pin's tie backs. Small pink wax lamp with blue shade (construction paper) on table. A play pen, cradle, cedar chest and chair.

**Bathroom.** The bath tub was made from a bar of P. & G. laundry soap, carved

**Not only "own your own home," but "build it yourself" is the advice offered by the children of the park playgrounds of Minneapolis**

out, shellaced and painted white. Half-walls and floor were of black and white tile.

### Sibley Field's Ultra-modern House

The house from Sibley Field was unique in that it was done in the modern style. A rounded solarium and modernistic chimney done in vivid colors were the decorative motifs of the exterior. The roof was terraced with its quarter-circular terraces trimmed with a flange in colors matching the chimney. The roof surfaces and all window and door trimmings were painted with aluminum bronze. Exterior decorative colors were ivory, black and vermillion.

The interior featured seven rooms—living room with circular solarium at one end, dining room, kitchen, two bedrooms, bath and hall. All these were painted in pleasing pastel colors. The fur-

*(Continued on page 42)*



Children of Glen Lake Sanitarium have their first glimpse of the new doll house



# Back to Atlantic City!

**T**HE ANNOUNCEMENT of the Twenty-Second National Recreation Congress to be held May 17-21, 1937, has met with splendid response. From all parts of the country, from laymen and executives have come evidences of interest, in the form of practical suggestions and questions for the Congress program. There is every reason to believe that the attendance will be large and widely representative and that the discussions will be of a high order.

## Program Topics and Leaders

The program topics have been selected from a wide range of suggestions from the field. Every item represents the interests of a considerable group of people. Some of the major topics will concern every worker and every layman interested in the cause of recreation.

The theme of the Congress is "Importance of Recreation in Modern Life."

Dr. J. H. Finley, First Vice-President of the National Recreation Association, and Associate Editor of the *New York Times*, will preside. John G. Winant, Second Vice-President of the Asso-

Dr. John H. Finley, the Association's First Vice-President, who has presided so delightfully over meetings at Congresses in the past, will be with us.



At two previous Congresses Rabbi Abba Hillel Silver has given most inspiring addresses. He will speak again before the Twenty-Second Recreation Congress.

ciation and until recently Chairman of the Social Security Board, will also be at the Congress and will preside at some of the meetings.

Rabbi Silver of Cleveland, Ohio, well known to many recreation workers, will speak on "Life in a World of Confusion."

Mr. Aubrey Williams, Associate Director of the Works Progress Administration, will outline the scope of "Recreation Undertakings in the Federal Government."

Dr. James S. Plant, of the Essex County, New Jersey Juvenile Clinic, and a leader among the social workers of that state, will address the Congress on the subject, "Recreation and the Social Integration of the Individual."

Melvin E. Haggerty, Dean of the College of Education, University of Minnesota, will speak on the "Enrichment of Community Life."

Mr. V. K. Brown, Superintendent of Recreation, Chicago, will present "The Capture of Leisure for Use in Volunteer Service to the Government."

Dr. Ernst Hermann, Dean of the Sargent College of Physical Education, Boston University, Cambridge, Massachusetts, will speak on "Creative Physical Activities."



Other well-known speakers, whose names will appear in the final program, will be present.

### Discussion Groups

As usual, the main work of the Congress will be done in discussion groups, each with a presiding officer, several discussion leaders and a summarizer. The findings of each group will be presented to the general sessions of the Congress for information, discussion and action. These groups will have under consideration the following topics, selected as stated above, from suggestions that have come from all parts of the country.

### Topics for Discussion

Recreation requirements for modern youth.  
Problems of board members.  
Volunteers in recreation service.  
Recreation in American family life.  
Recreation in religious organizations.  
Industry—Recreation programs for employees.  
Present problems in rural recreation.  
Recreation in colored communities.  
Camping in the recreation program.  
Nature activities in public recreation.  
Musical possibilities in present day life.  
Opportunities for drama in an up-to-date department.  
Arts and crafts as recreation.  
Special recreational needs of girls and women.  
Program planning in public recreation.  
Under what conditions are separate boys' club and girls' club buildings desirable?  
What legislative action is necessary for adequate recreation service today?  
General tax problems which affect recreation.  
If Federal grants in aid be established, what form should it take?  
Charges and fees for public recreation.  
Personnel problems in recreation — Section I—Training and Experience.  
Personnel problems in recreation — Section II—Maintaining the Merit System.  
How can gains in emergency work be built into the permanent program?  
Losses and gains if recreation in my city were centralized in the school board.  
Making recreation known to the public.  
Wider use of the schools for enrichment of community life.

**Are you making your plans to attend the National Recreation Congress? Time--May 17-21. Place--Atlantic City. Headquarters Hotel--the Ambassador**

Park and recreation maintenance problems.  
Facing the problems found in recent recreation surveys.  
Responsibility of recreation systems for co-recreation.

### Major Issues

Two years have passed since the Congress last met. During those two years social and economic changes have taken place which re-emphasize certain aspects of recreation and in others change the whole approach to the problem.

Federal reorganization and the report of the Committee on Better Personnel in Government Service have thrown the question of Personnel and the Merit System into the first rank of interest and importance. Standards of training and experience, certification and tenure of service are of vital importance to recreation leaders now and will be increasingly so during the next few years.

The depression has been officially declared "out" but we still have nine million of unemployed people, half of whom are young people who are out of school and who have never had a job. The liquidation of the WPA recreation program has begun. Vast new recreation facilities provided

*(Continued on page 44)*



The sun porch at the Ambassador which will tempt delegates — after meetings!

# The Duties of a Recreation Board Member

Some thoughts on the responsibilities and functions of the board member and his relationships with the recreation executive

By CLYDE DOYLE

President, Recreation Commission  
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**T**HE MEMBER of a recreation board or commission occupies a position of public trust offering unlimited opportunities for service to the community. No other type of public service needs leadership of higher quality than does public recreation, and members of recreation boards should be among the ablest and most devoted men and women of the community. Upon them and upon their vision and judgment depends the quality of service offered the public.

Within rather broad limitations the recreation board determines the amount of money to be spent on recreation, the kind of leadership employed, and the scope of the program and its expansion. In short, every fundamental policy of a department is influenced by the members of the board, and it is therefore essential that they be thoroughly familiar with their official responsibilities and that they realize to the full the importance of the duties they have undertaken.

## Functions of a Recreation Board

There are certain recognized functions of the governing board that are fundamental. Among them are the following:

The interpretation of the community recreation program to public officials and to the general citizenship in terms of adequate moral and financial support.

The maintenance of high standards in recreation leadership and in quality of program service.

The selection of the recreation executive or superintendent and the defining of the scope of his powers and duties.

The appointment, upon recommendation of the recreation executive, of all em-

ployees, and the determination of their functions and duties. (A number of authorities advise the appointment of all em-

ployees by the recreation executive alone on the basis that he is responsible to the board for the carrying out of certain objectives and the method of accomplishment should rest in his hands. Many believe, therefore, that the executive should have the power to select his own assistants and to define their duties and functions in a way which will best accomplish his objectives. Civil Service would be utilized wherever possible in selecting local personnel on a merit basis.)

The determination and establishment of the general policies to be followed in carrying out the purpose for which the department was established.

(As a matter of practical experience the executive, being a trained and experienced technician, may be the official actually to develop the plans and policies adopted by the board.)

The consideration of and passing judgment upon the recommendations coming from any source outside the department, especially if such suggestions involve matters of general policy.

Appropriation of the budget and the securing of the required funds.

The authorization of expenditures within the budget granted and the careful examination of expenditures.

A strict accounting to the people of the community through the proper fiscal authorities of the use of all funds.

A full report to the public of all the activities of the department during the year.

## To Insure Successful Relationships

Upon the wisdom of the board in dealing with its execu-

(Continued on page 46)

"Some of our leisure must be devoted to public affairs. . . . Any contribution we can make is not only a patriotic duty but we shall find it also very much our own business. Leisure gives us this opportunity. If democracy ever could mean anything it must mean that each citizen should joyously contribute of time, thought and energy to the benefit of the whole group." — George B. Cutten in *Challenge of Leisure*.

# Pegs—And What to Do With Them!

By

EDW. J. RONSHEIM

Director of Recreation

Anderson, Indiana

IN OUR COMMUNITY we found ourselves with greatly reduced funds for the purchase of play supplies. Consequently, when a local manufacturer presented the Recreation Department with several scores of pegs a great deal of consideration was given the question of what to do with them.

At first it seemed impossible to conjure up any use for the pegs, which were slightly under two inches in diameter and eight inches long, with one beveled end. But at last we had the idea of using them to replace the old broken and expensive Indian clubs. No sooner said than done! Out came the pegs. They were counted out in sets of twelve, two painted one color and ten another. A box or basket was provided as a kit and into it went the pegs, two six-inch Voit balls (six-inch inflated rubber balls) and two twelve-inch square pieces of old linoleum. Two old croquet mallets or improvised ones included in the kit made more activities possible. Additional pegs could be made of 2 x 2 x 8 inch wood with the edges beveled with a plane.

The kits proved very popular and around them developed a large number of games, many of which were adaptations of old games and some of which were completely new. Here are some of the more popular games:

**Peg Bowl Ball.** This game may be played by from ten to thirty players and may be played indoors or out. An area about 30 feet square is needed. Line up teams and pegs as in the diagram below—"A" and "B" are the two teams of players, "X" indicates a peg and "O" the bowler's box.

a a a a a a a a a a a  
x x x x x x x x x x

b b b b b b b b b o

The distance between players "A" is about three feet; pegs are one foot apart and three feet in

Play Pegs is the child — or perhaps we should say are the children — of the depression! The development of the activities described in this article by Mr. Ronsheim is typical of what has been going on in many communities faced with the necessity of providing play equipment with little or no money. Ingenuity and resourcefulness have solved the problem in many a city. They did in Anderson!

front of players "A", and "O" is ten to thirty feet from the middle peg.

The first bowler ("B") steps into the bowler's box and *bowls* an air-filled ball not over six inches in diameter at the pegs. If he misses a peg he is out and moves to the right out of the box. If he knocks one or more down he scores a point for each knocked over, even though the ball hits a player "A" and bounces back to the peg. He continues to bowl until he is out. Three outs make "side-out" and teams then change positions. The bowler must keep one foot in the box until the ball has left his hand, otherwise he is out. The team "A" merely retrieves the ball for the bowlers. Five innings at least should be played. Play fast.

**Peg in the Ring.** One peg and a six-inch ball are all the equipment needed. The players align themselves as in the diagram. "V" represents the players, while "X" is "it" and "O" represents two players who retrieve the ball, taking their turns last at bowling. The lines are thirty or forty feet apart and players stand two feet apart. The center circle at P is three feet in diameter with a play peg placed in its center.

V V V V V V V V V V V V V

Line "A"

(P) x

Line "B"

o o

Player "V" nearest the middle of the line *bowls* the ball at the peg until he has knocked it down or has used up his five chances to do so. If the



bowler knocks down a peg he runs to line "B," while "it" or "X" sets the peg up and then tries to tag him. If he is caught he becomes "it" and the old "it" takes the place of an "O" who joins the "V" players. If the bowler misses all five chances he must run on the last one and take a chance on being tagged and made "it." At any time when the peg is down or a bowler has the ball, a runner behind line "B" (other than an "O") may return. He may be tagged and be made "it." Once he starts away from "B" he can not turn back. Players bowl in turn; but always from the middle of the line. Should a player's turn to bowl come when he is behind "B" he becomes "it." Caution: Do not bowl so hard that the game becomes merely a matter of "chase the ball" for the "O's."

**Peg One Out.** Set out the pegs in a line on the ground (in grass, if possible), some three to five feet apart. Use one less peg than the number of players. Players line up from thirty to forty feet away. On the word "go" the players race to the pegs and try to seize one. The player left out is retired from the game and one peg taken from the row. Each time a player is left out a peg is taken away as in "Going to Jerusalem." The game continues until only one player is left.

Although the game is a bit rough it is great sport if kept under control. If you have a very large group, divide it into smaller groups and play, letting team champions compete in a final game for first honors.

**Play Peg Golf.** Nine pegs, nine pins and numbered paper flags, golf or croquet balls, putters or croquet mallets are required for this game. Place the nine pegs ten to thirty feet apart on smooth bare spots. Pin a numbered flag on the top of each peg. Place the pegs in order as one might find them on a golf course, leaving clear "fairways" between holes, although hazards may be set on either side of these clear areas. At a spot not less than ten feet from the first peg make a clear space for a "tee." Make such a clear space ("tee") about three feet to the right or left of all other pegs except number nine.

As many as four players may play, each taking turns hitting his ball toward the peg ahead. The player who first knocks down the peg (with fewest shots) puts down 1 on his score card and sets up the peg. The next to knock it down scores 2, third 3, and so on. In case of a tie, both take the number while the next player takes the next

higher number. Players do not start for the second peg until all have completed the first "hole." When a player is behind an obstacle placed on the course, he moves his ball back from it counting one hit before hitting the ball. The ball of another player which blocks a striking player's ball counts as an obstacle. A tournament may easily be organized for this game.

**Grab the Peg.** This game is similar to "Snatch" in many ways. Players line up, standing shoulder to shoulder, in two parallel teams facing each other. The two teams are some forty feet apart. Midway between the players is a three-foot circle in which stands a peg. Players of one team count off, each remembering his number. The other team counts off beginning at the other end of the line, so that the two "one's" are at opposite ends. The game leader (not a participant) calls a number and the two players, one from each line, who have that number dash to the center of the field; each tries to snatch the peg and return with it to his own team line without being tagged by his opponent. If a player reaches his team untagged with the peg he scores a point for his team. If he is tagged, the opposing team scores. If a player steps into the circle or knocks over a peg, he forfeits a point. Once a player touches the peg he must take it. There may be no shoving or holding. Ten points constitute a game.

**Pegs in a Circle.** Have players form a circle by taking hands and moving backwards until arms are extended. Players then drop hands, turn so that they are facing outward and put their feet together. Each stands a peg in front of himself. "It" stands in the circle.

"It" moves about in the circle trying to tag a player whose hand (or finger) is not on a peg. (Players must bend over, not stoop, to touch the peg.) "It" may also knock down an unprotected peg. The owner of a knocked down peg or a tagged player becomes "it." This game is great fun if played fast and fairly.

**Peg and Ball Relay.** Divide players into two or more equal teams. Then divide each team into two sections. Place the two divisions of each team in file formation and about twenty feet apart. Between the two divisions place a peg in a circle (O).

Team A..... O .....  
Team B..... O .....

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# The Feast of Ascending on High

By MARESE ELIOT  
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**M**ANY PAGES could well be extracted from the Chinese book of life experience by nations considered more advanced and more civilized—especially those concerning the use of leisure and the ways in which high and low, rich and poor in the Orient, enjoy their hours for play.

Leisure in China is truly re-creation. All the arts and sciences, as well as social graces and physical activities, are called upon to occupy idle time. During the months—moons, as they are called there—preceding the festival known the length and breadth of the land as the "Feast of Ascending on High," all China thinks, plans, builds kites. This day is the carnival of the wind—the ceremony of the kite.

Pioneer in so many inventions, the Chinese should be given credit for the first primitive machine to conquer the air element. The creatures they launch into the sky seem at home. The kites of the Orient live as surely in the air as do our modern airplanes.

Legends are told of the origin of kites—some sentimental, and others martial. The general besieged in an ancient Chinese town by hordes of Tartars from the north is said to have invented the kite to communicate his distress to distant allies, and to have laid the foundation of the wig-wag system of war communication at the same time. After thousands of years the kite still holds its place in the life of the race; old and young, farmers and artists, coolies and mandarins, not only fly kites but make them, decorate them and on that day of days, the Feast of Ascending on High, travel to the nearest high ground and send aloft their kites.

## Kites of All Types

Some of the Chinese kites are rarely beautiful; some are grotesque; all are fascinating. Small kites of varied shape soar aloft from children's fingers; huge aerial monsters requiring a dozen men to launch and another crew to control the flying ropes, make the air a vivid, even a gaudy, sight,

"Depressions might fade more quickly if Occidentals would follow the Chinese philosophy of kites. During the winter the man who is worried makes his kite, writes all his woes on its tail, and on the day of the festival goes to a hill and literally flies his troubles away with the kite that he sends out into the blue! He descends the hill smiling and without fear; all his troubles have been flown away!"

especially at the Festival. Kite clubs for adults are as popular there as tennis associations and golf clubs are in America. Guilds of workers and craftsmen often

associate themselves in the building and ownership of huge kites, entering into keen rivalry in races with high stakes as the reward of victory.

The kitemaker is not without honor in China. His craft is a profession and the results of his skill are often true "objets d'art." Dragon-flies a hundred times the size of the originals glide in the air on gauzy wings. Moths, beetles and butterflies sail on high; birds of brilliant plumage make natural kites; bats are huge and more frightening than real ones.

These artist kitemakers are not content to use merely natural denizens of the air. Fish are favored kites because they are bringers of good luck. Imagination plays a part too. Dragons with glistening scales, fifty feet long, controlled by ropes in the hands of twenty men, can be seen in the air. The eyes of the dragon rove and smoke billows out of the nostrils by virtue of cunningly contrived wind power apparatus.

One of the most curious kites is the popularity one. Actors are particularly favored by this form of adulation. Dressed in costumes of their most famous rôles stage favorites float in the air, the kite string held by devoted admirers. An Oriental form of stagedoor worship! Mei Lan Fang, who a few seasons ago brought his ancient art to American theaters, has for many years been honored on festival days.

Kite flying is one of the most thrilling sports of childhood that need not be dropped when maturity is reached. From the craft activity that is fostered by the actual making of the kite in the home to the physical recreation in the open with its manipulation, there is much to recommend this sport as leisure time activity.

There are many simple types of kites which may be made in the home. A boy is apt to prefer the tailed type. Most of the early ones were of that variety. The famous kite with

which Franklin drew electricity from the thunder clouds had a tail, and for the novice at the art of flying them, the tailed kite type is the easiest to manipulate.

The square kite is the one which can be most easily manufactured in the home by the amateur. Because it requires the least effort, is inexpensive to make and very interesting to operate, it has been chosen as the type to be described in this article.

### How to Make a Square Type

Wood is used for the framework upon which the square kite is built. In selecting the wood the craftsman should make sure that it is well seasoned and true, that it lies parallel to a flat surface and that there is no buckling along the length.

Take two sticks of equal length. Fifty inches makes a kite of excellent size for the beginner. These sticks should be square with a diameter of three-eighths of an inch. Larger kites will need heavier wood of larger diameters. Having made sure that the selected sticks are seasoned wood and true along their entire length, look for the grain and select sticks with a smooth and even grain. Sandpaper the sides of each stick until they are smooth and velvety to the touch.

These two sticks form the foundation of the kite. The skeleton is made by balancing them exactly across each other so that they form a true right-angled cross at the center. Place the sticks on a flat surface. Then you are prepared for the second operation in making the kite.

**Winding the Sticks.** This is the winding or binding of the skeleton sticks together at the center where they meet in a right-angled cross. The cross is lashed together with a winding of string. The greatest care should be taken with this lashing to see that it is even and close. However, it must not be too tight or the sticks will buckle at the center. Emphasis should be laid upon the importance of doing kite craft upon a large, flat surface so that buckling will be instantly detected.

In winding kite sticks together the string should be twined evenly and diagonally over both sticks in one operation, and then the process should be reversed. The return windings are made between the sticks and around the other windings. A smooth firm cord, strong rather than heavy, is the best type to use. The craftsman will speedily learn the amount of winding necessary to anchor the sticks in a perfect square at the center without overburdening the kite with bulk. When the cen-

ter is firm, tie the ends neatly and slip them under the winding.

A protective coating is now given to the entire winding at the center. Either glue or shellac may be used for this. The coat should be light, covering all the strings of the winding. If the first light coat does not seem to be sufficient to produce a firm center, another coat should be added after the first one has dried. If glue is used, the sticks should be dried under a weight. One caution is pertinent here; no tacks or nails ever should be used to hold the sticks together at the center. They would set up a stress in the framework and prove to be the weak spot that cracks in the wind when the kite is in operation.

To make a true center for the kite is the heart of the craftsman's job, and the quality and performance of the finished kite can be measured by the precision of its center. It must be a true and right-angled cross at this point, well braced by lashing, or the kite will not fly smoothly. If the sticks slip during the process of winding, the wire or cord must be unwound and the winding begun anew. After some trials the craftsman will be able to hold this vital center of the frame firm and true as he winds. This is the most important part of the kite to consider. Unless it is perfect the flight of the kite will be neither accurate nor sustained.

The best material to use for the lashing is heavy linen thread; some people use fishing tackle which is fine and strong. Either one makes a firm center that is flat and not bulky.

**Outlining the Shape.** The next step in the kite-building process is to outline the shape of the finished article. This outline is made with wire or string. Any hard twisted cotton cord is suitable for the purpose. This outline should be light, yet strong and wind-resistant. A fine gauge steel wire makes an excellent outline. Piano wire is also very good for the purpose. In making the outline attach one end of the wire to a tip of the framing stick with a slip loop. Keeping the frame flat on a level surface, carry the end of the wire from one point to the next until the circumference of the kite has been described. Be certain that the wire, while not loose, is never so taut that it buckles the frame; it should lie very flat and parallel to the table top on which you are working.

The kite is now ready for the covering.

**Covering the Kite.** Many materials can be used for this purpose. There are four reasons why paper is to be preferred: 1. Its lack of weight;

2. its surface impermeability to air; 3. its low cost, and finally the ease with which it is applied to the frame. Another advantage of paper is the fact that the finished kite can be more easily and successfully repaired if the paper cover becomes torn by wind or hard usage.

Tissue paper such as is used for wrappings makes an excellent kite cover. The softness and pliability that characterize the good grade tissue lend themselves to kite construction. For all small kites it is a preferred material. The wide range of color in which tissue can be purchased also adds to its advantage; beauty is an angle to be considered in kite craft. Many of the Chinese and Japanese decorative papers make exquisite as well as strong and durable kite covers.

The choice of material to use, however, holds a definite relation to the size of the kite being constructed. The larger the dimensions of the frame, the stronger and heavier the cover must be. The ratio of paper strength must be maintained as the length of the kite arms increases. For larger kites, rice, manila or large sheets of bond paper may be employed to advantage. Wrapping paper from the corner store is not to be despised; it is used very often in the making of kites at home.

For large kites and for those to be used where winds are high and strong, fabric should be substituted for paper. Though more durable, fabric is not applied to the frame with the same ease, nor is it so easily repaired when it is torn or ripped.

More exactness and care must be used by the kite craftsman in using fabric as a cover. Certain new problems are presented. One is the permeability of fabric to air. In choosing the fabric lightness of weight and closeness of weave are essential. Permeability to air is decreased by painting the flying surface. Thin varnish or shellac may be used, or rubber cement will fill the crevices between the threads of warp and woof. The best material, however, for painting the surface of fabric kites is the so-called "dope" used by airplane factories to coat the wings of planes. The application of liquids for protection to fabric causes shrinkage, and this must be allowed for in covering the frame with fabric. More allowance must be made where airplane dope is used than the other liquid protectors.

After the cover material has been selected, be it paper or fabric, it should be placed flat on the work table. Lay the frame of the kite on the material and draw the pattern. When this is cut an inch should be allowed on all four sides. Fold this margin over the wire edge of the kite frame, being sure that there is no pull at any place. Glue down the margin, using no more glue than is absolutely necessary to control the edge.

When the margin has been folded and glued, the kite surface should be flat and smooth. It should appear taut but not tense. It must never be tight enough to buckle the frame out of shape. Keep the fact clearly in mind that the surface of the kite is to be presented to the wind; the flatter



Often an accident ends the kite's career, but to the boy who makes his kites this is a minor tragedy



the surface the easier the kite will ride the air, as any unevenness slows up the flight. Just as the sticks must be evenly balanced to produce balanced flight, so must the covering of both the kite surfaces, upper and lower, be smooth and evenly distributed if a perfect flying machine is to result.

**The Bridle.** The main body of the kite having been made, the next problem is the arrangement to control the machine while in the air. The method used is an attachment called a "bridle" which is string attached to the kite frame. The bridle is the steering gear of the kite flying machine.

The proper placing of the bridle is of utmost importance. If the steering gear of an airplane were incorrectly installed the pilot would lose control of his machine in the air. A similar result happens when the bridle is incorrectly placed in a kite. The laws of balance, of weight and of gravity must all be considered in installing the steering gear.

For the square kite the bridle is composed of two strings. Each string is exactly half as long as the circumference of the kite. These strings are attached at opposite corners of the frame. They are then brought together at that point above the surface of the kite which is exactly one-third the distance from the point of the kite measured along the center line. The string of the kite is attached to the bridle where the two parts meet. The string may be as many feet or hundreds of feet as the maker chooses. For flying, a reel is recommended; this aids in controlling the kite from the ground, preventing snarls and adding to the ease in paying out and reeling in the line.

One of the most important features of square kites is the tail. Such a tail must not add much weight. The scientific reason for its addition is the added air resistance it gives the kite. This air resistance — so-called surface friction — provides the balance of the kite.

**The Tail.** The making of the tail is simple. Pieces of paper about four inches by six are folded into accordion pleats and tied a foot apart, along a string. Such a tail is excellent to add to the valuable surface-friction. When the papers have been attached to the central string, fan out the ends of the paper as one would a bow tie. The amount of tail needed to add balance to the kite depends upon the amount of wind encountered. Thirty feet of tail is a fair average for a start.

More tail can always be added. In flying, the less tail, the more sport.

Other types of tail can be used. There is one style which consists of paper cups attached to the tail string; these were very much in demand during the war. The small American boy seems to prefer a tail made of paper bags. The one of folded, tied and fanned out papers is the easiest to make and will prove the most consistent in performance. There is also the possibility of making the kite tail more attractive through the use of colored papers of different shades.

The types of kites that may be made by the home craftsman are so many that they cannot be listed in a short article. Even the profile figure kites so much favored by the Oriental nations may be constructed by any one with even a slight talent for drawing in outline.

Of course a kite may be bought. Kite manufacturers abound in the land. But what boy—or even grown man who is but a boy at heart—can a purchased kite, even though one of the glittering Oriental ones, hold the place in his interests and affections with one of his own creation? With every pain he takes in construction, with every effort he bends to balance the one he "crafts," with every thought he directs toward perfecting its flight and its decoration, the kite craftsman is adding to that store of knowledge which will aid him in living life and in using leisure with satisfaction—true recreation.

Since the days of Benjamin Franklin conditions have changed greatly. Our cities and urban areas have required the erection of many cables, high tension wires and transformers, and these are potential sources of danger for kite flyers. The good kite flyer, like the good aviator and the careful motorist, observes safety rules. Here are a few of them:

Wire should never be used as kite string, tail connection, bridle, or to lash sticks together. Nor should metal of any description be used in kite construction. If used, serious injury may follow if the kite becomes entangled in electric power lines. Lash sticks together with strings; do not use nails, tacks or brads.

It is much safer not to fly kites immediately over or near electric wires, and no attempt should be made to remove a kite caught over electric wires, or in trees near them. Never climb a pole to remove a kite or string.



# For the Price of a Single Movie!

A community mobilizes its forces and in no uncertain tones declares for a year-round recreation program!

**F**OR THE PRICE of a movie to the average home owner in the city, Decatur, Illinois, now has a tax-supported recreation system. Voted on favorably by the citizens on October 13, 1936, the new tax climaxed an eventful year in the recreation program of Decatur.

Early in the year Charles K. Brightbill, formerly associated with the Recreation Department of Reading, Pennsylvania, became Superintendent of Public Recreation in Decatur where recreation is sponsored by the Community Recreation Association, a group of private individuals. One of the new Superintendent's first undertakings was to make the community conscious that the recreation program should be on a year-round basis and not be merely a summer playground project. To this end a large poster was made depicting the various parts of a community recreation program and bearing the words "Your Community Association offers the entire family a more abundant life through its playgrounds, gymnasiums and community centers." This poster was placed in the City Hall, public library, schools, churches and down town stores so that many people might see it and learn to think of recreation as year-round in scope. But posters alone could not sell a year-round program. The existing program was expanded so that the service might, through wider participation, convince more of the need and value of such a program. Rapid expanse on a budget of \$7,306 a year was difficult and the



*Courtesy Community Recreation Association, Decatur, Illinois*

WPA made possible nearly 85 per cent of the program for the year of demonstrating the possibilities of city-wide, year-round recreation.

## The Association Reports the Year's Progress

The annual report of the Community Recreation Association shows the recreation program expanded to twenty playgrounds, seven community centers and ten gymnasiums open winter and fall, a summer day camp, a picnic service, an information and bulletin service and twelve new parent and playground associations. There was a participation of nearly three-quarters of a million in the various recreational activities for the year.

High spots on the program included a band concert on each playground once during the season, weekly Tuesday night folk dance festivals, playground leagues and tournaments in games and sports, a "Come and See Day" for parents, a story-telling contest, a parade of children and the grotesque Mardi Gras heads and lighted floats and lanterns they had made, and a playground parade of 3000 children and adults. The Municipal Players were encouraged and assisted and other drama groups helped. Glee clubs, rhythm bands and orchestras were formed. A two-week training institute for leaders preceded the expansion of the

program and another of two weeks duration was held before the opening of the summer playgrounds.

### The Recreation Referendum Campaign

So successful was the program, coupled with carefully planned and organized publicity starting with the posters emphasizing year-round recreation, that in October 1936 the people voted a tax for recreation of a minimum of two-thirds of a mill on each dollar of assessed valuation on property within the city limits. This tax will provide an income of approximately \$18,000 a year at a cost of 39 cents or less than the price of a movie to the average home owner. In April 1935 the tax had been defeated; in October 1936 it was approved by more than a two to one vote.

The carefully worked out campaign accompanying the program and interpreting it did much to win the day for recreation in the Decatur election. It was planned to carry the need for adequate recreation to the people in a number of ways in an attempt to reach the very largest number of people possible. During the month before the election date especially concentrated efforts were made.

Newspapers ran daily stories during the month before the election. Public endorsements of recreation were made in the paper by such men as the Mayor, Chief of Police, President of the Ministerial Association, President of the Community Chest Board and by the American Federation of Labor. Articles on recreation appeared on the sports, editorial and society pages, and commercial firms included statements of approval of recreation in their paid advertisements.

Written appeals other than newspaper stories were many and varied. Letters of approval of tax-supported recreation went out over the signature of prominent men to ministers, picnic organizations, athletic teams and restaurant owners. Signs and posters were provided for streets, service stations, theaters (on the screen) and restaurants. Children carried posters on the street reading "Neglect in 1936 means trouble in 1946" and "Recreation isn't a frill; it's part of us." Handbills were distributed with the following titles: "Can we let this happen?" "Welfare of School Children" and "Why Business Men Should Support Recreation."

Any community planning to conduct a referendum campaign for a year-round recreation program would do well to take a leaf from the experience of Decatur, Illinois, where a plan worked out with the greatest care and put into operation through the cooperation of many community groups, had a gratifying outcome.

School children carried home mimeographed notes to parents and wrote essays on recreation. Automobiles appeared with posters and yellow stickers "Vote Yes Playgrounds Tuesday, October 13" on the spare tires. Even the morning milk bottles—14,000 of them—carried the appeal on a paper cuff "Milk and Exercise—Health. Vote Yes Today for Playgrounds."

The message was carried by word of mouth through talks or speeches. During the month preceding election day talks were given in every public and parochial school in the city, in every church, to twenty large industries and stores in the city and to forty-five organizations and governing bodies. Five radio interviews were arranged with the heads of important departments and organizations including the President of the Junior Association of Commerce, the Mayor, the Commissioner of Public Health and Safety, the Chief of Police and the President of the City P. T. A. Council. A large number of people were reached by special amplified messages to large groups attending play nights, softball championship and high school football games.

A house-to-house canvass using 500 block workers and 37 precinct captains was made of every home in the city. Every square block was covered by a person living in it. Precinct captains were officers of the P. T. A., members of neighborhood recreation clubs and prominent citizens. Block workers also were enlisted from P. T. A. groups and neighborhood clubs. Each voter was urged to support the recreation tax and confidential reaction sheets were turned in by each worker.

Besides the barrage of written and oral material, extensive exhibits were prepared giving a picture of various aspects of the program. They were set up in down town store windows a week before election and remained all the week. Exhibits included handcraft activities, model airplanes and boats, music and drama and athletics. One exhibit showed a miniature baseball diamond and a jail. Figures showed the high costs of crime and the low cost of recreation. Another exhibit consisted of a puppet show in a store window giving sidelights of recreation with the help of a loud speaking system. Puppets did folk dances, tumbling, played in swings and with balls, and between acts carried cards across

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# When Gypsies Come to Reading

Children gather from near and far to listen to the thrilling tales of magic and romance



"THE GYPSIES ARE COMING, the Gypsies are coming." With this joyous cry all regular activities of the playground stopped and the children, tall and small, rushed to greet the band of Gypsies coming down the street in their rickety old black cart drawn by the most beautiful painted horse you ever saw! Was it the horse that first attracted the children? Perhaps. Or possibly the Romany tunes fiddled by the little Gypsy maiden who played as she rode, dangling her pretty feet over the back of the cart. But in all probability the ones who first gave the warning of the Gypsies' approach had been watching for them eagerly and had spied the cart when it was still a black speck in the distance.

For this was no regular Gypsy band, no band of rovers, but a group of friendly Gypsies who brought joys untold to the boys and girls of the playgrounds of Reading, Pennsylvania, through their stories of magic and romance. Indeed, they were no real Gypsies at all! And among them was the Recreation Department's itinerate story-teller, who visited the playgrounds twice during the season, spending about an hour on each lot telling stories chosen especially for the particular group.

## How It Grew

In former years, the Reading Story League cooperated with the Department of Public Recrea-

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tion by furnishing judges for the annual story contests, and by sending volunteers from their group to the playgrounds to tell stories to the children. While the Department appreciated the cooperation and the children benefited by it, a definite need for an itinerate story-teller was felt; a need for someone with training and experience, someone who understood boys and girls, who could give practical help to the leaders.

An appeal to the story league resulted in its financial cooperation to the extent of half the salary of a professional story-teller, the other half, together with the cost of transportation, to be paid by the Department. Mrs. E. K. Shollenberger, one of the members of the League who is widely known for her ability and charm in story-telling, was chosen for the work.

Realizing the appeal of costume, it was decided that the story-teller should dress in Gypsy attire. At first she traveled a-foot, making her trips alone. Later, her daughter, an accomplished vio-



linist, went with her to fiddle Romany tunes and to teach the children Gypsy songs. Her little niece and nephew, visiting from the Belgian Congo, thought they, too, would like to be Gypsies, so they donned bandanna and sash, and lo, a real Gypsy Band had evolved! Usually a stray dog or two tagged along and added to the atmosphere, and on one occasion a live parrot added his bit to the story-telling.

But what real Gypsies travel a-foot these days? Before long, the town was combed for an old cart and horse, and from that time on the story-teller traveled in true Gypsy style—in an old black cart with a fine old horse and a quaint old driver who fitted perfectly into the picture.

In connection with her story-telling program, Mrs. Shollenberger made herself available for conferences with the leaders on questions pertinent to the work, and acted as hostess at the city-wide story-telling contest.

#### **Last Summer on the Playgrounds**

However, the Gypsy was merely part of the story-telling program used on the playgrounds of Reading this year. In fact, for the past few years, story-telling has been one of the major activities. Time is allowed on the program of the annual Institute for leaders for the discussion of the art and science of telling stories. Leaders are encouraged to conduct a daily story hour. Bibliographies of stories are prepared and distributed to the leaders. The Public Library cooperates in placing on reserve for the special use of the recreation workers, books of stories and story-telling. One of the chief duties of the Supervisor of Dramatics is to plan and conduct a story-telling program to be used throughout the season—this program culminating in a city-wide story contest.

The program of story-telling for 1936 began with three Institute lectures given by Mrs. A. L. MacKinnon, then President of the National Story League. Since the general plan for the year included a definite attempt to appeal to boys, one lecture was devoted entirely to stories for boys. The other two were on story selection and story-telling methods. Further, each leader was given opportunity to tell a story to Mrs. MacKinnon, who gave constructive criticism and practical help to the individuals.

A story hour was part of the daily schedule, the time of the day chosen for this being left to the discretion of the leader. In some cases, a twilight story hour proved most successful, while in others

the afternoon or morning was more satisfactory for the activity.

Story games and dramatizations of stories were very popular, especially with the little tots. Music was incorporated into the story hour on many grounds, the boys and girls entering heartily into the motion songs and stunt songs. Music and stories seem a logical combination and were therefore encouraged.

It was the experience of most leaders that at first the children preferred to listen to the stories rather than tell them. Before long, however, the boys as well as girls enjoyed participating, and by the time scheduled for the contests there was great enthusiasm for story-telling among the children. In some cases, where there was little guidance or direction on the part of the leader, the story hour became an experience meeting; but on the whole, where leaders themselves were interested, stories were well chosen and well told. It was a joy, on the hottest of afternoons, to come upon groups of girls and boys "swapping yarns" and telling stories to each other. Story-telling is an activity that lends itself to playground situations, no matter what the weather may be.

At the annual "Play Day" when boys and girls of various playgrounds gathered for cooperative play, story-telling was one of the featured activities. It proved a most delightful interlude between active games and strenuous contests.

#### **The Story Contest**

The story contest has, for several years, been one of the chief events in the city-wide program. At a scheduled time, local contests, judged by leaders and members of the playground associations, are held on every ground. Any girl or boy is eligible for entrance in the local contest. This is usually made a gala affair in order to attract the children, whether or not they intend to tell stories. For frequently those listening to others will be inspired and will prove very excellent story-tellers.

The contestants are divided into three age groups:

- Those up to 9 years of age
- Those from 9 to 12
- Those from 12 to 16

The leaders may give as much help as they see fit to any contestant, that is, in story selection and hints as to delivery, posture while telling stories, memorization. Of course, no hints are given during the contest.

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# Play for Handicapped Children

**F**ITTING TOGETHER the parts of a picture puzzle may not seem on the face of it to have a definite curative value for a child who is hospitalized because of a fractured leg, a stubborn case of eczema, or any other of the many ills. However, with the placing of each small part of the puzzle in its correct place comes a concentration and, in the end, a satisfaction at having completed his task that leads definitely toward a healthful mental hygiene

and an ability to solve other and more weighty problems. There may come a time in the working of the puzzle when the pieces seem a jumble, and in that case a teacher in the Special Education Department is willing, anxious and able to give just the needed amount of help. The problem must be sufficiently difficult to challenge the interest of the patient but not too difficult for him to grasp.

So it might be said that the Special Education Department of the University of Michigan Hospital is composed of teachers whose function it is to aid and assist the child toward his definite objective which he has set for himself, and which he recognizes as his own problem. The entire program might be designated as the Activity Program for children, for it is our aim to correlate our work with the Activity Program for normal children in the public schools and to supplement the actual Academic program offered by the Hospital School.

## The Objectives

As in the public schools, our goal is modified to fit the needs of the type of child with whom we come in contact. The child grows in the very facing of difficulty; much more in solution and accomplishment. In other words, we attempt:

1. To give the handicapped child confidence in himself and a sympathetic understanding of other



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human beings in order to lead a well-balanced enjoyable life.

2. To approximate the normal in so far as possible, that the child may not lose contact with the normal home, school, and social environment during the abnormal period of hospitalization. There may be abnormalities in the child's own life which he does or does not face or realize. Such growth as he may make may be in a very circumscribed area.

3. To continue in so far as possible, the special activities of the public schools; that is, nature study, children's literature, rhythms, music, games, handwork, and through these subjects to broaden the child's horizon so that his own small world may include many interests in spite of his handicap.

4. To provide a program for the hospitalized child which will lessen the mental discomfort accompanying illness and to make the child's period of hospitalization as profitable and as pleasant as possible. In other words, to assist in obtaining a healthful mental hygiene.

Children are introduced to the program as soon as they have received permission from the doctor.

Every child is enrolled whether he is in the hospital for one day or over a period of years. Last year 2,667 children were enrolled in the Special Activities program, of these 1,838 were here from one to ten days, the balance ranging from ten days to two hundred ten days during the year. Over half of these children were below seven years of age while most of the balance were between seven and thirteen, a few over thirteen.

### Leadership

The present staff is composed of licensed teachers who are residents of the state continuing their professional development and contacts through a definite program of reports, visiting days in local schools, analyses of situations, and exchange discussions. This is a special field in education which requires a great deal from the individual, but she in turn makes a definite contribution to the child in particular and the field in general not widely recognized to date except very conservatively, as would be expected. A definition of the problem has been made and certainly we have made progress on the road toward solution, but the problem is never solved *finally* for the situation changes as soon as conclusions have been reached.

The teachers, as those of the Hospital School, are financed through the Michigan Crippled Children's Commission, and two private organizations—the Galen Medical Society and the Kiwanis Clubs. Other assistance is given by many organizations and private individuals.

### Services

All children who have received permission to go to the roof playroom and playground or the Galen Shop are taken there either in beds and wheelchairs, or walking. The roof program is carried on morning and afternoon for all children, girls or boys up to 13 years of age, and is sponsored by the Kiwanis Clubs of Michigan who provide one and one-half time recreation teachers to carry out the program discussed later. Further advantages of this roof program are that the children receive the benefits of a complete change of atmosphere, sunlight and fresh air in addition to their educational program. During the summer months recreation is emphasized, but during the winter months we find a well rounded project planned which includes stories, handwork, nature study and music, following the unit study idea.

The Galen Shop is a general workshop for boys sponsored by the Galen Medical Society, an hon-

orary medical organization composed of Junior and Senior medical students. In this shop many boys and a few girls learn to make useful and attractive articles from scrap materials, trying out many activities more fruitful in experience than results. The majority of children coming to the shop are below twelve years of age and have had no previous experience in this type of work, therefore a most elementary program of wood, metal, cement, and electrical work is planned. For the boys who have had experience new materials are provided and more complicated projects planned and executed. A child is quite free to select and follow through his own interests with quite general guidance.

During the time when some children are on the roof, other teachers on the wards teach the children who cannot leave the sixth floor. Children from floors other than sixth either go to the roof or are taken care of by Occupational Therapy.

Similar services are offered at Convalescent Hospital and South Department when and if needed. Convalescent Hospital offers a service on the wards, in the playroom and on the outdoor playground. The children in this unit are more active and have more freedom so that a varied program may be planned for them similar to that of the public schools.

Besides these regular activities there are special programs which will be discussed later.

### The General Program

The general program may be discussed under special headings:

**Individual Occupation.** It is sometimes necessary to find an individual occupation for a boy or girl who is so handicapped that he is not able to participate in group activity. This was true in the case of Mike, age 10, a chronic osteomyelitis case. Mike is deaf and cannot enjoy stories or games. His interest was aroused by a new erector set in a shiny red box. He was so intrigued by his work that he asked to keep the set over night and in his spare time he built an original design of a wrecking truck. His truck was so clever that it was entered in the Gilbert contest for original designs built with erector sets.

**Nature Study.** Nature study has been introduced to our children by the live material displayed in the playrooms and in the wards. For the younger children we have a group study program which includes observation, discussion, illustrative art work and reading. It is our object to create in



these children the ability to observe the wonders and beauties of the living, growing world about them; in other words, a backdoor nature study. It is interesting to note that only two children out of an entire ward knew what horse chestnuts were and one recognized milkweed.

**Music.** The music program is carried on in the playrooms and wards. Our teachers have emphasized rhythm games with each child taking part and rhythm bands for which we have made many of our instruments, the singing of new and familiar songs, and also the appreciation of music in the study of some of the composers, the operas, and the music itself. As a conclusion for one period of study, the rhythm band gave a concert in May for which the children made new drums, badges and caps.

**Games — Individual and Group.** In the playgrounds and in the playrooms we are teaching games and plays that children learn in school so that these handicapped children may find out for themselves in what games they may participate without feeling the embarrassment of a disability. We have also taught games which are played on the sidewalk and in the home yard. Some games have used such homey materials as cardboard boxes, clothespins, coffee cans, jar rubbers, etc., so that the children may find these things at home and by knowing the possibilities may help to solve the toy problem in many families.

We use many individual and couple quiet games for both bed and ambulatory children such as checkers, dominoes, spinning games, ball games, and balls. Many shy, homesick children make friends and become leaders with the help of toys and games. It also helps to teach these children the use of leisure time during long periods of convalescence.

**Children's Literature and English.** There are various methods by which we have introduced our Children's Literature plan. In the playrooms we have inaugurated a story hour twice each day. Whenever it is possible the children are grouped according to age level. Sometimes the younger children are read to by the older ones. The teachers read

to individual children as often as possible when the time allows.

Through picture study and projects we carry on conversation periods the outgrowth of which is often original stories and poetry. The dramatization of original or familiar stories adds to the children's knowledge and enjoyment. This has been worked out with a delicacy of feeling by our teachers who sometimes must enact various parts themselves while bed children speak the lines. Puppets, marionettes, story figures, and miniature theaters increase interest in children's stories.

With some children we leave books so that they may read when they find leisure time.

**Art Work.** In conjunction with our projects, we carry on all types of industrial and fine arts. Free art is emphasized in painting, drawing, and coloring. This is done through finger painting, easel painting and drawing, coloring on paper and cloth. For modeling we use clay, soap, paraffin, wall paper cleaner and soft wood.

No craft work is taught for the sake of the perfect product in itself but rather as the child's own form of expression. Woodworking is carried on for the most part in the Galen Shop. Sewing and weaving are also used as a medium of expression in both individual and group projects. Paper construction, cutting, pasting and all forms of elementary art work such as are carried on in the public schools are given these children in conjunction with their project and academic work.

For a small group of special students one teacher is giving a course in Fine Arts for which some of the students are receiving high school credit.

**Free Play.** Sand tables, the pool, and housekeeping equipment have aided us materially in the furthering of free and dramatic play by these handicapped children.

Through them they have kept in contact with the outside world which soon fades in their memories after months of hospitalization. Many construction toys such as erector sets, tinker toys, building sets, preschool peg boards, towers and the like have made it possible for



these children to choose their own plaything.

The vehicles on the roof and the playground have caused some difficulty and the traffic problem became acute in several instances. The boys handled this themselves by signing up for vehicles, issuing driver's licenses, appointment of a traffic cop and taking into court the unruly drivers. It is a gala day for everyone when a boy tries out his new artificial foot and finds that he, too, can ride a tricycle.

### The Project Plan

Practically, our program is very definitely outlined. The first of each month the workers on the various units plan projects which will fit the needs of the individual child as well as those of the group. The project must be so designed that the child who comes into the hospital after the project has been launched will feel an integral part of the activity, and the child who leaves will feel that he has gained from having been included in this program. It must not only provide an occupation for the long days of hospitalization, but must also give actual knowledge and act as a stimulus for further study.

Stafford H.—, age 5, was unable to use his hands but started beginning reading with us by dictating a group of poems to the teacher and learning to read them. He became a leader in the group as he was included in each project to help with suggestions and plans. Later we discovered from his home school that the shy child had become a leader there also. Upon his return to the hospital he brought us many new and interesting songs which he taught the children here.

Albert, age 13, had outgrown the group and was having difficulty adjusting himself. He organized the police department to take care of traffic regulations in the group. As Chief of Police he learned to issue orders, to use his own judgment, to employ self-control, and to handle other people. It was distinctly a case of the development of social intelligence.

If a child becomes interested in some phase of the monthly project he may go on with this as an individual study. This is exemplified by a boy of twelve who became intrigued by the study of astronomy, and of stars in particular, as an outgrowth of the study of the shape of the stars on the kite he was making. The group was studying the toys of the children of Holland, and this one boy wanted stars of "real shape" on his kite. This

led to the arousing of interest, the seeking for information, and the further study of the planets.

### Extra Services

Besides the regular service, for the Youth Group last year we offered a short course in pre-vocational education which included instruction in watch repairing. This course was given by an expert in watch repairing who gave a bird's-eye view of the inside of a watch as well as the skills needed by a watchmaker. It was an interesting and worthwhile experiment.

During the winter months, a movie service is offered to many patients and special holidays are celebrated with emphasis placed on Christmas. At this time each patient receives a remembrance with well filled Christmas stockings for the children.

The hospital now boasts of two Scout troops, one at Convalescent and one at Main Hospital. This represents an attempt to link the patients of the hospital with outside life. While they are here they are given the opportunity to continue in some degree their Scouting activities, or if they have never participated in a Scouting program, an attempt is made to point out to the handicapped boy the various phases of Scouting in which he can participate.

Thus it may be pointed out that the function of the Special Education Department of University Hospital is twofold—that of the home and that of the school. As the small child playing in the home is building up a socially useful personality, and as he carries to his school work the same serious attitude which he has developed through his play at home, so we continue to lay the foundations for a good mental hygiene. Play should never be considered as an extra-curricular element in education. Play is education and through play the child develops his habits of life, and his adjustment to the social situations in which he is and will be involved. "The play of the child is the preparation for good citizenship in the developing of patriotism, loyalty, fair play, which are learned and relearned by the adult according to his training. It is through play that we are helping these handicapped children to continue their adjustment to life which may be far more difficult than that of the normal child. The handicapped child is forced to make a complicated adjustment which includes not only the mental, mechanical and personality development but also the adaptation to his own handicap.

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# Experience in Citizenship

**Camp Fire Girls find out for themselves what recreational opportunities are being provided for them and for other young people in their communities, and make suggestions on what is needed.**

**T**HE SCENE is a dinner attended by the mayor and three members of the City Council. The hostesses are eighteen Camp Fire Girls, average age — seventeen; members of Towanka, the club of the older Camp Fire Girls in Reading, Pennsylvania.

There were sixty-five guests at this dinner, among them the head of the recreation department, the president of the school board, the head of the community chest, and other members of these organizations, library officials, the editor of the newspaper, the curator of the museum, representatives of service clubs, members of the Camp Fire Girls Local Council, and representative business men and women. These guests not only honored the occasion with their presence, but with true community spirit they paid for their own dinners!

Why were they there? To hear the reports of the girls who had been making a survey of the recreational opportunities of the town, and their recommendations as to what was needed.

The president of the Local Council of Camp Fire Girls introduced the president of Towanka and from then on the meeting was in the hands of the girls. The girl president explained that the girls had been looking for the answer to the question "What does my community do for me in the way of recreation?" Six committees had been at work on schools, playgrounds and recreational centers, parks, libraries, museums, and special projects. The chairman of each committee then made her report. She gave information about the recreational opportunities in the area her committee had investigated, whom they served, who paid for them, how they were managed, who had been responsible for their establishment and development. She concluded by pointing out needs for further development in her particular field.

**By C. FRANCES LOOMIS**

**Editor**

**Department of Publications**

**Camp Fire Girls, Inc.**

Some facts were brought out that were new to many of the people present and the newspaper editor, feeling that this information would be of interest to the

public, asked for copies of the reports, which were printed as a series of six articles in *The Reading Times*.

Each committee felt that there were special needs in its particular field but the girls all agreed on one need to present to the mayor on this occasion. This need was for more recreational centers and they told the mayor where they felt these were most needed and what schools might be used. Mayor Stump asked Betty Glaes, the chairman of the committee making that report, some very pertinent questions about how this might be managed and she gave him thoughtful and practical answers. Some of the guests thought, because of Betty's poise and the soundness of her answers, that these questions had been rehearsed beforehand, but they were entirely impromptu. Betty was able to answer the mayor's questions because she had, with the other girls on her committee, personally gathered the necessary information and given the subject careful thought. The mayor took the reports with him for further consideration and the girls, of course, will be very proud if their recommendations bear fruit.

The activity has already borne fruit as far as the girls and the community are concerned. The community is better informed about its recreational opportunities and needs. The girls are not only better informed but have a deeper feeling of interest and responsibility as citizens.

Each committee had an adviser in its particular field and the girls' contact with these men and women in responsible positions was an enlightening and enriching experience. Mr. Thomas Lantz, Director of the Reading Recreation Depart-

**All around the world the Camp Fire Girls this year are celebrating their Silver Jubilee. More than two million girls have followed the trail to happiness along which the seven crafts have led them for the past twenty-five years.**



ment, acted as adviser for the whole project and the girls are most grateful to him for his help and guidance.

There was another question that the girls were asking themselves—not just what does my community do for me, but what can I do for my community? In answer to this they made out a service calendar, setting down the ways in which Camp Fire Girls have been of service to their communities and suggestions for other ways in which they could be helpful. They planned and carried out a service project which, because they had started out on their undertaking just before Christmas, took the form of toy collecting and mending. They asked the Boy Scouts to help them with this and gave a dance for them afterwards.

We've sketched the story of this informal survey of recreation made by the Camp Fire Girls in Reading, but in other towns all over the country the girls were doing the same thing. The same, only different, because each group of older girls took the survey suggestions as sent them from National Headquarters and did what they pleased with them.

These "older girls" in Camp Fire are girls who have been members for several years, who have enjoyed earning Honors and Ranks, who want to continue their connection with Camp Fire, and are particularly interested in service and citizenship. They like projects of their own, and this one was outlined at the request of the older girls' groups. We sent it out to all of them to do with as they wished. Some of the groups did not undertake it because of other activities they were more interested in at the time, and that was quite all right because there was no pressure on the girls to participate. Others went at it with a will, each group adapting it to meet their special interests and local situations. Their reports show variation in methods and results, though all followed the general plan of dividing into committees to gather information and pooling this information in the final report.

Their findings, of course, are quite different for

different cities. It is interesting to note the needs they discovered and the recommendations they made. The Spokane, Washington, girls asked that the swimming pools closed during the depression be reopened, and pointed out that a civic auditorium where large public meetings could be held was much needed. The report was made by the girls at a luncheon meeting of the Chamber of Commerce attended by two hundred and twenty-five prominent men and women of Spokane. This program was broadcast over a local station. In Sherman, Texas, they also felt the need for a community house where meetings could be held, with club rooms, swimming pool, and tennis courts. This report was made to the Sherman Civic Club. In Denver, the girls invited people

prominent in the recreation field to a luncheon meeting. The fathers of the girls were also guests. At this meeting the girls reported that "a park in the heart of lower down-town is badly needed for the benefit of the Negroes and foreigners living in that section. They have nowhere to go in their leisure time and since that part of town is very over-crowded it would be a blessing to have a park." Those present agreed strongly with the sugges-

Dr. Harry A. Overstreet, commenting on the reports of community needs made by the Camp Fire Girls said: "I think you have hit upon a great idea in these projects. You are taking the dullness out of citizenship. These reports all have a zest to them. The girls enjoyed doing what they did. They saw with their own eyes and interpreted with their own brains, and they had a happy time doing it. . . . I think of no greater service to our nation than to get young people enthusiastic about opening their eyes and their minds to what their communities do and need."

tion and a committee was formed to discuss this with the board of managers of the city parks.

The same feeling of need for recreational facilities in underprivileged sections of town was expressed in the Dallas, Texas, report. "Dallas has a great need for more schools, a park, and other places of interest and amusement in this section where the percentage of juvenile delinquency is high. There is a social center there but it is too small to meet the demands on it and badly in need of repair." Other recommendations made were for a library on wheels to service the outskirts of town, music for the city orchestra, a new wing for a crowded museum, more people to supervise recreation in city parks, field houses for indoor recreation, and housing equipment.

The reports themselves were very attractively presented in book form with interestingly deco-

rated covers and accompanied by photographs, news clippings, and folders gathered by the various committees during the course of the investigation.

Probably the significant feature of this activity was that it was carried on entirely by the girls out of their own interest, without adult pressure but under the guidance of their chosen adult advisers. The average age of all the girls taking part in the project was fifteen and a half.

It is particularly fitting that the girls who have had experience in Camp Fire should be carrying out this project this year, the twenty-fifth anniversary of the founding of Camp Fire Girls. Dr. Luther Gulick, leading spirit among the founders of Camp Fire Girls and our first president, was a pioneer in the field of recreation and a lasting influence in its development. He was president of the National Recreation Association (then the Playground Association) from 1906 to 1910, and during those years gave inspirational impetus and practical guidance to the movement which has advanced steadily until today our large cities and many of our smaller towns have parks, playgrounds and recreation centers. Most of the recreation centers and playgrounds that the girls visited in connection with this project owe their very existence to the continuing influence of the Playground Association.

Dr. Gulick believed in practical training for citizenship through experience and this philosophy of education and character building was embodied in the earliest plans for the Camp Fire Girls program. He said: "The sciences that may be taught in school do not equip the child with the social attitudes that are demanded of the adult in a modern community. She must have opportunity for experience and responsibility." And that opportunity was provided for in the community service activities included in the first program.

It is interesting to read in a book published this year and sponsored by the Progressive Education Association, "Youth Serves the Community," statements of today's educators which embody the same thought. Dr. William Kilpatrick says in his introduction: "We wish then an education, if possi-

ble, of old and young together, to help us in the critical day ahead to bring about a better state of society in this country of ours. Something positive must be done. Cooperative community activities constitute one line of attack." And Dr. Hanna, the author, says: "To harness the energy of youth to the task of progressively improving conditions of community life—that is the supreme challenge to educational and social statesmanship."

It is sometimes difficult, however, to find opportunities for cooperative community activities. Dr. Caroline Zachry, speaking at our Executives' Conference, said that one of the stumbling blocks in the way of making the social studies vital in the schools was this difficulty in giving young people actual experience in community life. This project, just completed by the older Camp Fire Girls, is such an experience in citizenship, carrying forward in 1937 the philosophy of education incorporated in the Camp Fire Girls program by Dr. Gulick and his fellow-planners twenty-five years ago.



Courtesy Atlanta, Ga., Girl Scouts

# Saving Pennies

**L**AST SUMMER it was a bat for brother Billy; now it's a stool for sister Susie! Such is the life history of many unique pieces of equipment and hand-craft articles made recently in the workshop of the Houston Recreation Department.

Though at the time no one saw the value of it, nevertheless the broken baseball bats returned from the playgrounds were thrown into a corner of the workshop and saved. It was a happy "hunch," for when requisitions for hand looms on which to make purses, table mats and other small woven articles began to flood the offices of the Recreation Department "necessity became the mother of invention," according to Mrs. Fred Browne under whose supervision the miracle was performed, and old bats suddenly changed into hand looms!

The wood in baseball bats is carefully selected for durability and straightness, making it serviceable in the construction of the looms. And so it was that the same old bat with which little Billy knocked home runs last summer on the playground became, under the skilled workmanship of the artisans in the Department's workshop, an efficient hand loom for sister Susie.

After the workers had discovered the possibilities which the bats offered they began casting about for other projects in which they might be used. Long lengths of wood, it was discovered, were adapted to the making of camp forks, while shorter lengths worked up nicely for the legs of little Cinderella stools.

The Cinderella "pick up" stool is made from a piece of wood  $16\frac{1}{2}$ " x  $13\frac{1}{2}$ " x  $1\frac{1}{2}$ " and an old worn, but not broken, bat or parts of two bats. The large piece of wood is cut in the shape indicated in the diagram to form the seat. The small tab is the "pick up" handle. The bat is cut into three

**You may think they're just worthless old baseball bats you're throwing away, but you're really discarding hand looms, forks for camp, and legs for Cinderella stools!**

*By* **ZORA JOY GIFFORD**  
Recreation Department  
Houston, Texas

pieces of equal length which are whittled or turned on a lathe until they are 2 inches in diameter.

Three holes 1 inch

in diameter are bored at a slight angle through the seat and are so placed that they are equally distant from each other. One end of each leg piece is then cut as in

the diagram. The peg is  $1\frac{3}{4}$  inches high and 1 inch in diameter and just fits into the holes bored into the seat. The legs are glued or nailed into the holes, and the stool is sandpapered, stained and waxed.

## And More Followed

Out of the same workshop which turned out these novel looms, stools and forks have come many other interesting articles. Game boards for checkers, Chinese chess and many other table games, puzzles, box hockey equipment, hat racks for community centers, file cases, attractive posters, and even novel musical instruments pour out in an unending stream. It has become almost axiomatic for the playground director, not possessing a piece of equipment he needs, to ask if it can't be made in the workshop. A very good example was the recent need for small block-printing presses with which to print the blocks used in the annual report. A pattern was brought in and very shortly thereafter three little presses modeled after it were busily hammering away at the annual report.

For pieces too large to be cut from baseball bats, especially large flat pieces, the workshop carpenters have resorted in most cases to prune boxes, orange crates and scraps of lumber discarded from larger pieces of construction.

Utilizing scrap material found around the workshop, Mr. Charles Corbin, who has had considerable training and ex-

Old baseball bats have a part in the construction of Cinderella "pick up" stools





perience in constructing and repairing musical instruments, deftly creates banjos, mandolins, ukuleles, guitars and even one-stringed Japanese fiddles. The only parts of the instruments not made in the workshop are the strings. In addition to these instruments, which were made at small cost, Mr. Corbin has repaired ukuleles, violins, victrolas and pianos which have been given to the department, making possible music clubs which might not otherwise have come into being.

### Something Else for Nothing!

Another example of "something made of nothing" is the equipment in the pottery shop built by Mr. S. J. Hart. The kiln is of beehive style with a down draft which burns gas and is one of the few kilns in the vicinity of Houston. It was built of bricks taken from an old building which was being dismantled. The three kick wheels used in the pottery shop were assembled from pieces of old automobiles — wheels, cranks, bolts and nuts. The pottery shop has filled a very important and interesting place in the program of the Recreation Department, making it possible for housewives, art students, teachers and others to create and have beautiful pieces of handmade pottery.

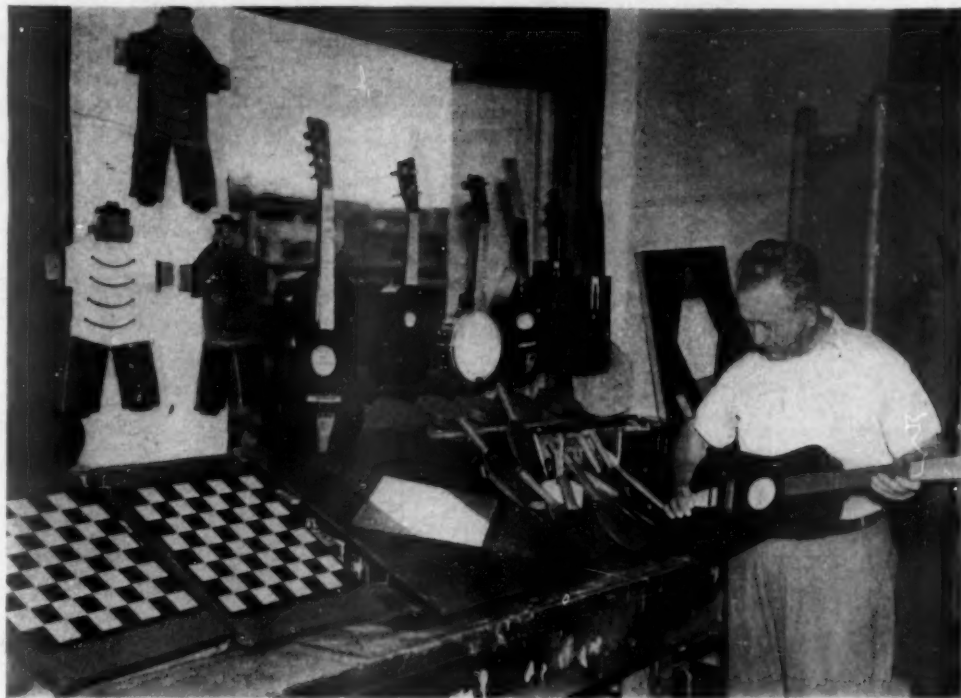
The following figures show the cost of building the kiln and kick wheels:

|  |         |
|--|---------|
| Second-hand fire brick for kiln.....                                     | \$15.00 |
| Lime and clay, approximately.....  | 4.65    |
| Homemade burner and valve.....   | 5.00    |
| Asbestos .....   | 11.10   |
| Pipe and dampers.....  | 13.60   |
| Welding three kick wheels, bolts and nuts, bending and welding axle..... | 10.50   |

Total cost of materials, kiln and three wheels... \$59.85

In common pottery, Mr. Hart, creator of the kiln, points out, there are two kinds of clay: fat clay, which is sticky and plastic, with a high shrinkage which may be reduced by mixing with clean white sand, and open clay, which is sandy and in some cases has to be mixed with fat clay to make it plastic enough to work easily.

To mix clay, water should be added until it is about as thick as cream. Mix with the hands and break up all lumps. Then strain through a fine cloth to remove any gravel or lime rock, as glaze will not stick to lime rock and in damp weather the rock will expand and crack the glaze. Pour



A glimpse at the contents of the workshop shows how varied are the articles made from waste materials

clay into a heavy canvas bag and put through a press if one is available. If not, pour the liquid clay onto a table and let it stand until it is dry enough to use. If an old electric coffee grinder can be secured, clay may be dried as it comes from the ground by grinding it. It can be ground as finely as necessary, then mixed with water to the right working condition. By this method the lime becomes so fine that it gives no trouble.

Pottery should be dried in a closed room. Don't dry it in the sun, in wind or direct draft. Drying near a stove will cause uneven shrinkage, cracking or warping. Don't try to rush the drying pro-

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## "People Laughed"

"PEOPLE LAUGHED that evening for the first time."

This remark was repeated many times as the Public Recreation Commission of Cincinnati, Ohio, swung into action at forty-two refugee centers during the recent flood disaster.

### Emergency Recreation in Cincinnati

The Recreation Commission was designated by Disaster Administrator Dykstra as the official agency in charge of recreation activities for flood refugees after its services had been requested by Mrs. Ella Brown, Executive Director of the Cincinnati and Hamilton County Chapter of the American Red Cross. Robert E. Coady, the Commission's Supervisor of Playgrounds, was put in charge of the emergency program and with the assistance of other members of the supervisory staff of the Commission he accomplished an outstanding piece of work. As the Commission had no funds with which to employ leaders, nearly all of the workers were selected from the WPA and NYA workers normally working with the Commission. These leaders had already been given a limited amount of training through the federal agencies and the Recreation Commission and had gained experience in working under the supervision of the regular staff for periods ranging from a few weeks to several years. In addition to these workers there were many volunteers and a number of school teachers who offered their services through the Cincinnati Teachers' Association.

**The Program.** A recreation program was provided at each center for all ages, creeds and races, and activities were conducted from 8:00 A. M. to 8:00 P. M. or later. Here at the centers were thousands of people held in the grip of despair. Their need for food and clothing had been met. Behind them were days and days of anxiety; ahead of them were many days of confinement at the refugee stations—

days of inactivity—days and nights of worry over lost possessions, of bewilderment and uncertainty about the future. Obviously a recreation program which would divert the attention of adults to games, dancing or music would give them emotional release. Equally important was a program of play for children.

Through the WPA Federal Art Project, which had been working closely with the Public Recreation Commission, the services of orchestral, dramatic and vaudeville units were secured to give programs at the refugee centers. In the larger centers entertainments were given three times a day, at medium sized ones, twice a day, and at the smaller ones, once a day. At Stowe and Washburn, for example, where at the beginning of the disaster more than 2,000 people were quartered, a a symphony concert was arranged in the morning, a vaudeville entertainment in the afternoon, and a dance or movie at night.

There was an excellent response from volunteers for the entertainment program. The movie operator at a local theater, having read in the papers of the entertainment program, offered his personal talking machine equipment and for more than a week gave two or three shows daily. Learning of his offer, other movie operators volunteered until there were five outfits visiting the stations. These entertaining units in some instances worked continuously from one o'clock in the afternoon until nine at night. Every unit volunteered to work as often as their services were needed.

Between Friday, January 15th and Monday, February 15th, engagements involving 68 vaudeville entertainments, 23 concerts by the symphony orchestra, 15 concerts by the band, and 87 by the dance orchestra, had been filled. Approximately 63 moving picture performances were given and there were 18 performances of a miscellaneous nature by magicians, instrumental trios and other groups.

Recreation has come to be recognized as a necessity in normal times — one of the essential municipal services along with Education, Public Health and other governmental functions.

What of recreation in times of such disaster as we have just suffered? Does it measure up?

During the recent floods recreation departments performed outstanding service in helping to maintain morale, to bring laughter to many who thought they had forgotten how to smile. It is impossible to present in this brief article any adequate picture of the part played by recreation departments and similar groups, but we are happy to give our readers a few of the highlights from reports which have come to us.

Recreation workers everywhere may be very proud of the valiant service performed by members of their profession in the flood areas.

At most of the centers the recreation leaders gave a great deal of attention to helping the flood refugees provide their own entertainment. There were spelling bees, tap dancing contests, checker tournaments, and choruses recruited from refugees. At the Stowe School refugee center several choral and entertainment troupes were organized to go to other refugee centers to put on programs. On pleasant days athletic games were arranged out of doors on the school grounds or playgrounds adjoining the centers. When the weather permitted children were taken for hikes.

At some schools the workers necessarily faced the problem of lack of adequate yard space and indoor recreation facilities. In one center where there was no gymnasium and no suitable space available, the recreation program had to be carried on in a portion of one of the halls and in a play room no larger than an ordinary classroom. Even there, however, the resourcefulness of the recreation leader in charge was equal to the situation. Athletic games were worked out on the basis of modified rules, and the small school yard was used for the type of games that can be played in a small space.

As a sample of the recreation program in operation at the refugee centers, the following outline of activities at Washburn School is offered:

#### KINDERGARTEN

Regular kindergarten activities—lunches at noon

#### GIRLS 8-12 YEARS (Room No. 25)

|           |                      |
|-----------|----------------------|
| Jacks     | Assorted quiet games |
| Rope      | Lotto                |
| Checkers  | Puzzles              |
| Handcraft | Kickball             |

#### BOYS 8-12 YEARS (Room No. 26)

|               |                      |
|---------------|----------------------|
| Dominoes      | Puzzles              |
| Checkers      | Reading              |
| Paddle tennis | Active group games   |
| Boxing        | Assorted quiet games |

#### GIRLS 13-17 YEARS (Play Room and No. 27)

|           |                      |
|-----------|----------------------|
| Kickball  | Assorted quiet games |
| Handcraft |                      |

#### BOYS 13-17 YEARS (Gymnasium)

|            |             |
|------------|-------------|
| Basketball | Boxing      |
| Volleyball | Group games |

#### ADULTS (Room No. 1)

|          |          |
|----------|----------|
| Cards    | Checkers |
| Dominoes | Reading  |

#### READING ROOM (Room No. 23)

|           |                                 |
|-----------|---------------------------------|
| Books     | Puzzles                         |
| Magazines | Story-telling                   |
| Pictures  | 41 letters written to relatives |

#### SPECIAL ENTERTAINMENT (Auditorium)

|           |            |
|-----------|------------|
| Movies    | Band       |
| Orchestra | Vaudeville |

#### HALL PATROL

(A man was assigned to each hall to keep the group moving, directing the people to the proper rooms)

#### NATURE STUDY

#### SUNDAY SERVICES

Four Sunday School services  
Two worship services  
One song service

**Property Damage.** Tam Deering, Superintendent of Recreation, in his report on the emergency service has stated that twenty-three of the commission's properties were under water during the flood, the total area approximating 400 acres. While considerable damage was done to the commission's buildings and grounds, the losses were slight in comparison to those sustained by private citizens having business properties or homes in the flood area. The only recreation building which was very seriously damaged was the West End building which had not been constructed as a recreation building but was a temporary wooden structure which had been made over for use as a shelter with beaver board used for partitions.

The vigilance of the commission's workers by day and night was responsible for the limited damage done. At one building, which was the concentration point for supplies, in spite of the fact that there was a yard full of material, so diligent and alert were the employees that even piles of sand and gravel were not lost, and practically nothing was permitted to float away. All perishable articles were moved to the upper stories of the building.

Similar care protected the furnishings and properties at the C and O grounds where it was necessary to move all of the supplies, equipment and furnishings from the first floors of the main buildings and temporary buildings. While the flood waters moved swiftly into the colony buildings holding the various exhibits and the branch of the natural museum at the C and O grounds, nothing was injured. Truck loads of valuable specimens and show cases were moved. The commission would have sustained very heavy losses at this location had it not been for the extraordinary activity of the employees.

#### Louisville Rallies Its Recreational Forces

Louisville, Kentucky, hard hit as was Cincinnati by the flood, immediately rallied its recreational forces, and workers of the Recreation Division of the Park Department under the leadership of Walter R. H. Sherman, Superintendent of Recreation, worked unceasingly day and night. When it became evident that the regular recreation program could not continue all the workers



were asked to report at the welfare office to aid in flood relief activities. Their knowledge of the city, their experience in handling large groups massed in centers, their ability to organize, made them invaluable workers at tasks ranging from typing to rowing boats, from cooking to organizing relief centers. All members of the Negro staff and a majority of the white staff were themselves refugees, separated from their families and in many instances unable to communicate with them. Without proper clothing for the work they were called on to do and under great mental strain, these workers carried on in a spirit of cheer and good will. "All of the men on my staff working with me," writes Mr. Sherman, "did not change their clothing for eight days, working without sleep until they were exhausted."

During the flood period, while helping with the relief program, the Division of Recreation workers conducted recreation programs which did much to improve the morale of the refugees. Typical of them all is the program conducted at one of the schools used as a relief station.

#### CHILDREN UNDER TWELVE

|   |                                    |
|---|------------------------------------|
| Dramatics (story play)                                | Singing                            |
| Active games  | Story hour                         |
| Quiet games   | Nursery school                     |
| Handicraft (cut paper work, valentines, paper circus) | (held each day from 10:00 to 1:00) |

#### CHILDREN OVER TWELVE

|                    |   |
|--------------------|---|
| Dramatics (stunts) | Hikes   |
| Punch ball         | Mass games  |
| Basketball         | Quiet games   |
| Touch football     | Singing   |
| Baseball           | Handicraft (weaving, spatter work, silhouettes, etc.) |
| Tumbling           | Social dancing  |
| Game room          |   |

(At the request of some of the older boys and girls a Refugee Club was formed to sponsor dances or "socials" as they called them.)

#### ADULTS

Game room (cards and games collected by Boy Scouts in community)  
 Reading room (books and magazines collected by Scouts)  
 Religious services (conducted each evening by seminary students)  
 Spiritual singing  
 Weaving (mothers)

Daily staff meetings were held when the program was planned by the staff. Any suggestions from the people were followed. The following is a detailed program conducted daily:

|             |   |
|-------------|---|
| 8:00-10:00  | Breakfast   |
| 10:00- 3:00 | Supervised recreation program   |
| 3:00- 5:00  | Supper  |
| 5:30        | Story hour (conducted by volunteer workers)   |
| 7:00        | Religious services (conducted by seminary students)                                     |
| 8:00        | Singing of spirituals (led by Mr. Paul Barbour of Simmons University who was a refugee) |

At no fewer than twelve centers programs were conducted consisting of singing, quiet games, stunts, impromptu entertainment and social recreation. At seven of the centers members of the staff not only conducted recreation but directed and supervised all phases of relief work.

#### In Other Cities

At Evansville, Indiana, the City Recreation Department and the WPA Recreation Project joined forces to supply recreation equipment, leadership and entertainment. At the refugee station organized by the Red Cross entertainment programs consisted of concerts by WPA bands and orchestras, minstrel shows, community sings, skating exhibition, movies provided by the Y. M. C. A., puppet and marionette shows, clown acts, music and dance numbers furnished by the refugees themselves. A typical daily program follows:

|                   |   |
|-------------------|---|
| 9:00-10:30 A. M.  | —Active games                               |
| 10:00-11:30 A. M. | —Outdoor games                              |
| 11:30-12:30 P. M. | —Noon meal                                  |
| 12:30- 1:00 P. M. | —Free play                                  |
| 1:00- 1:30 P. M.  | —Outdoor walks                              |
| 1:30- 2:30 P. M.  | —Quiet games and handcraft                  |
| 2:30- 4:00 P. M.  | —Active games                               |
| 4:00- 4:30 P. M.  | —Story-telling                              |
| 4:30- 5:00 P. M.  | —Free play                                  |
| 5:00- 6:00 P. M.  | —Evening meal                               |
| 6:00- 7:00 P. M.  | —Games for small children                   |
| 7:00- 9:30 P. M.  | —Night program consisting of the following: |
| 7:00- 7:30 P. M.  | —Old time dance music                       |
| 7:30- 8:30 P. M.  | —Magicians, tap dancers, clowns, etc.       |
| 8:30- 8:50 P. M.  | —Moving pictures                            |
| 8:50-10:00 P. M.  | —Dancing—music furnished by dance orchestra |

Most ingenious use was made of the material available. As yarn was easily obtainable in Evansville, honeycomb mats were made in quantities, and new classes were formed to continue instruction. The Recreation Department was quick to salvage damaged material for the use of the handcraft program. Pianos, radios and discarded furniture were collected, and screws, wires and all parts for which any possible use could be imagined were saved and new projects devised for their use.

Recreation departments in cities outside the flood areas did their part. When 2,000 refugees were sent to Lexington, Kentucky, to be housed in churches of the city, the local recreation department immediately set up programs. In Centralia, Illinois, the director of recreation had supplies on hand and an organization set up before the call came, and 200 refugees housed at the community center were provided with a recreation program. The Chicago Park District collected a

(Continued on page 52)

# Theodore Wirth—

## Pioneer in Park Planning

**"The story of Theodore Wirth is the story of American progress. He is a pioneer who has lived to see the fruits of his work."**

*By* JAMES F. KIELEY  
Washington, D. C.

**F**ORTUNATE INDEED is the individual who finds his calling, and no less fortunate is the field to which he makes the contribution of a life's work.

For Theodore Wirth, who retired on November 30, 1935, after serving for thirty years as general superintendent of parks of Minneapolis, Minnesota, the choosing of a career presented no difficulties. From the time he was old enough to appreciate the exhibits in a florist's shop opposite the home of his parents in Winterthur, Switzerland, he knew that horticulture was his vocation.

It was no accident, then, that Theodore Wirth became an international figure in the field of park planning and development. He is a planner who has planned his own life as he has planned his park projects. His career constitutes one of the most important contributions made by any individual to the cause of public recreation.

When Mr. Wirth reached the age of seventy-two, his retirement from public service became mandatory. But the City of Minneapolis refused to bid farewell to the man to whom it owes its splendid park system. Mr. Wirth, by action of the Board of Park Commissioners, continues to act as superintendent emeritus without fixed salary, duties or responsibilities, but with certain privileges in return for his consultation and guidance. When he gave up his office he left with the Commissioners a comprehensive report on a metropolitan park system for Minneapolis which he had conceived and planned. In this report he placed emphasis on the need for recreational areas and facilities near large centers of population.

### **His Early Life**

Theodore Wirth was born on November 30, 1863, in Winterthur, Switzerland, the son of Conrad Wirth, a school teacher. As a school boy he

showed marked leaning towards horticulture, and spent most of his leisure in the greenhouses and gardens of his florist neighbor. As soon as he had finished his high school course he became an apprentice in the establishment of Stahel Brothers, nurserymen, florists, and landscape gardeners, at Flawil, St. Gall, one of the leading horticultural firms in Switzerland. After his apprenticeship of three years, he took a special course in engineering at The Technicum in Winterthur. This made him a professional gardener.

One of Mr. Wirth's first jobs was in 1883, in the landscape department of the National Exhibition in Zurich where he assisted in the laying out and maintenance of the exhibition grounds. Next, he went to London, England, where he was employed for two years by a grower and florist. His work for this firm in arranging windowbox decorations for private residences in all parts of the city took him daily to the Covent Garden flower market. After working for a few months in the orchid houses of Sanders & Company, St. Albans, he went to Paris in 1886 and was employed in the Jardins des Plantes and later with a commercial establishment. He returned to Switzerland to take a position on a large private estate near Constance, and in the winter of 1887-1888 entered the service of the City Gardener of Zurich in order to be able to attend night school in that city. Mr. Wirth had decided to go to America, and his night school studies were courses in English.

In April, 1888, Mr. Wirth landed in New York. In order to establish himself in the New World he worked for a short time for a private gardener in Morristown, New Jersey. He had been promised a position in Central Park, New York City, and while waiting for this job to become available he worked for a rose grower in South Orange, New Jersey. By summer his New York

municipal position became a reality, and he worked in the New York Park Department greenhouses, and with the planting and forestry crews for a year. His leisure, as before, was devoted to study, for by this time he had decided to specialize in the branch of landscape gardening. Aided by his knowledge of engineering, and assisted by Sam Parsons, superintendent of parks; and J. F. Huss, general foreman of construction, he advanced rapidly in the department. During the construction of Morningside Park he was promoted to the position of foreman.

Politics upset Mr. Wirth's career in the New York Park Department when, with a change of administration, he was retired from the service with hundreds of other employees. With Mr. Parsons' recommendation he obtained commissions for the improvement of several private estates on Long Island, in Connecticut, and along the Hudson River, and later found employment with the State of New York at Niagara State Reservation. It was during his stay on Long Island that Mr. Wirth became acquainted with F. H. Mense, former superintendent of Danas Island and the Perkins Estate at Glen Cove. In June, 1895, he married his friend's daughter, Miss Leonie A. Mense.

#### His Work in Hartford

Mr. Wirth's first big opportunity came with his appointment, in the spring of 1896, as superintendent of parks of Hartford, Connecticut. A new park commission had just been organized and the constructive period of the city's park system had just begun. Here was the chance, then, that Theodore Wirth had planned and studied for—the chance to build a park system. Taking plans provided by Olmsted and Elliot, the architects for the Commission, he completed the job in ten years. Elizabeth Park, one of Hartford's favorite recreation areas, came into the system subsequent to the drafting of the original plans, and Mr. Wirth himself designed and established that park. One of its outstanding features is the Rose Gar-

den which has won national recognition as one of the finest gardens of its kind. The idea of establishing turf walks in the garden was also conceived by Mr. Wirth.

The Hartford chapter of Mr. Wirth's career established his reputation. In 1905 he received an invitation from the Park Commission of Minneapolis to look over the park system of that city and to consider acceptance of the superintendency.

#### On to Minneapolis!

As with many a man at a crossroads in his career, it was not easy for Mr. Wirth to make a decision on that offer. He explained to his Board shortly before his retirement: "When, in 1905, Mr. C. M. Loring invited me to pay him a visit to

"For his farsightedness as revealed in the conception of his plan and the expression of his ideas; for his ability as a designer and an efficient administrator; for his consideration of the most effective use of park properties for all of the people, Mr. Wirth has always been held in the greatest admiration by this Board. He has been an ideal public servant—but beyond this, individual members of the Board take the greatest pleasure in acclaiming the characteristics of the man. Enduring friendships and sincere love and esteem are bound to result from frequent association with him, as evidenced by our co-partnership in building the park system."—The Park Board of Minneapolis in its testimonial to Mr. Wirth.

consider the acceptance of my present position, I was at first disinclined to accept. It rained every day during my stay and everything looked uninviting except the people whom I met, who were very kind to me. When I left here, I had in mind to reject the position offered, but on my long journey home, however, I constantly saw before me those lakes, the river gorge, Minnehaha Creek, the falls and glen, and the many other natural attractions and the possibilities for their betterment in the public service, new acqui-

sitions, new creations, work among friendly people for a well-organized, non-political Board of Park Commissioners. By the time I reached home I had gained a strong desire to accept—not that I did not have a host of friends in dear and beautiful Hartford; not because I hadn't a splendid Board of Park Commissioners to work with. Not these—for Hartford, the birthplace of my children, is still very dear to me. It was the opportunity for new work that attracted me chiefly, the Hartford Park System having been practically completed during my ten years of service."

And so Theodore Wirth became superintendent of parks in Minneapolis early in 1906. For twenty-three years previous to that time the Park Board had been laying the foundations of the park system and had acquired approximately 1,800



acres of land, although few improvements had been accomplished. The need for park facilities was pressing in the growing city, and the Board realized that a full program of work must be pressed forward at once. Mr. Wirth undertook that job and developed a park system of 5,200 acres which included enlargement of Glenwood Park from 60 to more than 680 acres, with establishment of the nursery in the park and construction of Glenwood Parkway; the acquisition of Camden Park and its improvement as a highly-developed recreational area; the converting of the old King's Farm into Lyndale Farmstead with its central warehouse, its well-appointed storage facilities, workshops, and greenhouses; the acquisition and improvement of The Gateway as an artistic entrance to the city; the development of The Parade into a centrally-located, city-wide athletic field; the establishment of the Rose Garden, lilacs, peonies, perennial border, and rock garden at Lyndale Park to form the several units of a horticultural exhibit; the Chain of Lakes, comprising Lake Calhoun, Lake of the Isles, and Cedar Lake; the acquisition and improvement of Victory Memorial Drive and St. Anthony Boulevard; the paving and developing of Minnehaha Parkway; the acquisition and transformation of the swamplands of Lake Amelia and Rice Lake into the attractive and useful Lake Nokomis-Hiawatha Park area; the improvement of Powderhorn Lake Park; acquisition and construction of Armour, Meadowbrook, and Lake Hiawatha golf courses, and the establishment of a host of neighborhood parks and playgrounds, giving Minneapolis an enviable playground system. Another achievement during Mr. Wirth's administration was the acquisition and improvement of the Municipal Airport and the development of this field into one of the outstanding airports of the country.

#### Parks Are for the People

Mr. Wirth's philosophy of park use has been that the parks are for the people. Under his direc-

tion of the system "keep off the grass" signs disappeared from Minneapolis parks, and he introduced playgrounds and other features of park utilities suitable for the intensive use to which municipal park systems must be put. Horticultural advancement in park work has been one of his chief aims.

One of the most important principles to which Mr. Wirth has adhered in his park administrative work is that the expense of facilities for any special interest, such as golf, together with the cost of operation and maintenance, should be met by those who participate in these specialized forms of recreation. He also insisted that no service in parks should be conducted for private gain, and remained opposed to concessions in parks. He

advocated that refectories, boat, and other revenue-producing facilities be operated by the Park Department in the interest of the public.

A pioneer in many phases of planning, Mr. Wirth was one of the first to advocate beauty along highways. He never ceased to emphasize the importance of roadside improvement from the standpoint of appearance.

#### Honors Conferred

Mr. Wirth brought fame to himself as well as to Minneapolis through his park work, and he has re-

ceived highest honors as a park planner and executive. He was a charter member and has long been a prominent and untiring worker of the American Institute of Park Executives and the American Park Society, of which he served twice as president and for a number of years as treasurer. At the 1934 convention of the institute he was elected to honorary membership. The Twin City Florists' and Gardeners' Club and the Minnesota State Florists' Association were organized largely through the efforts of Mr. Wirth, and he was the first president of the latter organization. His interest in flower shows never lagged, and in 1913 the Society of American Florists and Ornamental Horticulturists, of which he was vice-president,

(Continued on page 52)

"There is enough glory, satisfaction and happiness in what has been accomplished in the building up of the city's park and recreation system since the creation of the Park Commission 52 years ago to bring pride to the heart of every citizen. To the continuity of the service and the never-faltering policy of faithful, diligent foresight and economical administration of your Honorable Board is due the constant, steady and healthy growth to what we now have in our park system. . . . Your kindness and confidence in me have been an inspiration and constant encouragement in my endeavors and in my work. It seems as though it were but a few years since I came—and I am so thankful that I did come."—Mr. Wirth, in his reply to the tribute of the Park Board.

# Bead Craft as a Playground Activity

**W**OODEN BEAD projects have proved a fascinating leisure time activity in our city. Children, men and women are all interested in making purses, belts, collars, bracelets, pins, buttons and head bands. In the varied types of bead work offered—weaving, knitting, crocheting, embroidery on canvas, porcelain bead mats, and many articles which may be made with wooden beads—there are projects to suit all tastes.

**Wooden Beads.** Wooden beads are imported and are made of hard wood. They come in many shapes—round, square, oval and flat, and in practically any color. They are finished so that they do not fade or rub off. Many useful and desirable articles may be made from them, and the art of putting the beads together can be mastered after a few minutes of practice. This craft may easily turn out to be your chief hobby or favorite pastime. Your own patterns and designs can be worked out on paper and colored with crayons so that you may see exactly how the finished product will look.

A bead loom, which the children can make out of a cigar box, may be used for weaving belts. Bead mats are a popular project and they may be made in many different shapes—hexagonal, round, square or scalloped. Any cross stitch design may be worked out in beads; baskets of flowers in cross stitch are especially well adapted for mat construction.

**Equipment.** Bead outfits may be purchased according to the project to be made. Kits are made up including beads, design, thread, needles, lining and zipper for purses. Equipment for mats

**By MAURINE E. MADER**

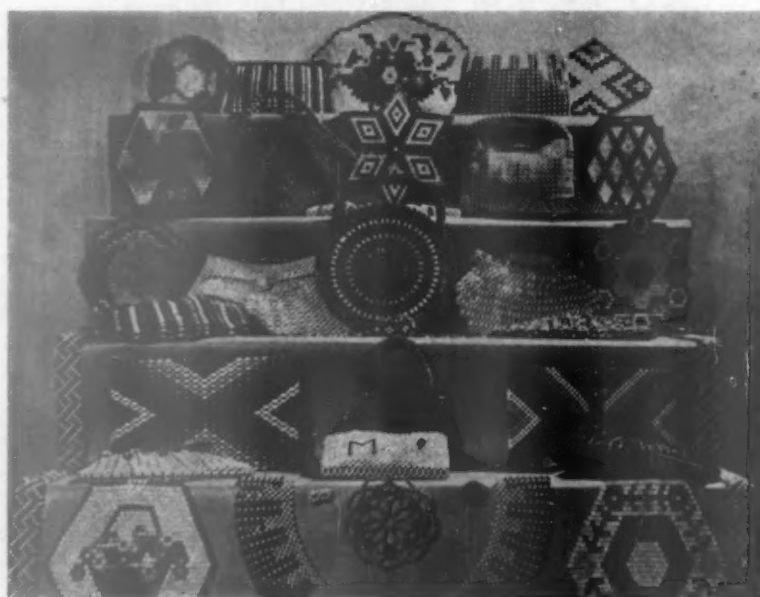
Assistant

Playground and Recreation Commission  
Springfield, Illinois

may be purchased in the same way. Bead work may be as expensive or inexpensive as one wishes, depending on the article to be made and the variety of beads used. Bracelets may be made for as little as five cents, while belts cost from fifteen cents up, depending on the length desired. Purses for children may be made for forty-five cents up. While beads may be purchased for the individual projects, they may also be bought in lots of a thousand. After the participant has made some of the articles it is a little less expensive to buy in bulk, for it is possible to find at home materials suitable for lining purses or for use in connection with other articles to be made. We have found it desirable to sell the beads in lots of not less than a hundred though they may be secured in strings of fifty.

We use a waxed linen button and carpet thread which may be purchased at any notion department. We have had no trouble with thread breaking; we do, however, double it as this gives the article more body.

A few of the articles which have been produced in Springfield, Illinois, by the use of beads



## Our Experience in Springfield

We started bead work as a playground project. It was an experiment with us and we wondered just how valuable a hand-craft project it would be. We estimated the approxi-

(Continued on page 52)

# WORLD AT PLAY



*Courtesy Parks and Recreation*

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## **The Problem of Nature Vandals**

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ALONG with the new advance in nature recreation goes liability. Dr. William G. Vinal has pointed out. A further word of warning comes from a museum director: "I can but feel that all this sending of the general public into the country works havoc with the wild life. . . . The 'clearing up and improving' of the wilderness and the establishment of recreation centers spell the end of natural conditions. . . . The 'general public' cannot be educated to appreciate the wilderness and are for the most part vandals."

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## **Camping in Indian Atmosphere**

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COLUMBUS, Ohio, is to have a new \$50,000 camp for children, the contribution of FERA and WPA. The camp was used last summer for four weeks though it had not been completed. Children from the various playgrounds between the ages of nine and sixteen spent a few days in camp at the very nominal fee of 50 cents a day which included transportation to and from the camp grounds. As the camp is located in the territory of the old Wyandotte Indians, Indian lore was very much a part of the program. The camp will consist of twelve new bunk houses, a director's cottage, a new recreation hall and a mess hall. The athletic field will be graded and

regulation ball diamonds, volley ball courts, handball courts, shuffleboard, horseshoe, basketball and hard surfaced tennis courts will be built.

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## **Cleveland Museum's Out-of-Door Program**

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THE Museum of Natural History of Cleveland, Ohio, has developed a program of out-of-door recreation work, including nature and wild flower trails, trailside museums, out-of-door lectures, bird walks, conducted trips in the parks for school classes and other groups, and field work for a university summer class.

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## **Their Very Own Club Room!**

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THE average boys' club in school buildings or community centers has a place equipped for its special activities and thereby has an excellent start toward its club program. There are still clubs, however, which must initiate their activities in a school basement room with nothing to work with but four walls, and these walls and the ceiling are close together! This was true of a club conducted by the Lancaster, Pennsylvania, Recreation and Playground Association. But this did not daunt the boys. Using candles for illumination, they helped wire the room, then made homemade screens for the windows and backstops for basketball. With the help of a few borrowed tools and packing boxes collected from the



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neighborhood stores, magazine racks and work benches were constructed. The same packing boxes furnished material for a bird house project. The club now has facilities for wood work of a simple nature, whittling and coping saw projects, basketball, ping pong, shuffleboard, harmonica classes, shu-quo, wrestling and boxing. It also has a group of officers and conducts a short business meeting previous to the program of activities. The fact that the boys were obliged to make most of their equipment before using it was no drawback. The club room is their room—didn't they help to equip it?

**The Lancaster Hiking Club**—A program which may be suggestive for other hiking clubs was that held in December 1936 by the Lancaster, Pennsylvania, Hiking Club. It consisted of an address on the subject, "The Horseshoe Trail," a talk by the curator of F. and M. College, who was the first leader of the club's Saturday hikes, and the showing of moving pictures of scenes along the horseshoe trail. These pictures showed local hikes taken during the past eight years by G. D. Brandon, Director of the Recreation and Playground Association. Under his auspices the club has been developed.

**A Practical Gift**—Word has been received from Willis H. Edmund, Director of Recreation, Akron, Ohio, that the Recreation Commission has received from the Board of Trustees of Akron University for use in connection with its outdoor program the complete flood lighting system of the University stadium. This gift will make it possible for the Recreation Commission to enlarge its program materially.

**Moscow Plans for the Future**—The Moscow Planning Commission has evolved a ten year plan, according to the December, 1936 issue of *The Architectural Record*, whereby the incorporated area of the city has been expanded from 2,850,000 to 6,000,000 acres, chiefly to the southwest where the country is high and rolling. Beyond the city limits an immense circular belt of forest and park land is being developed. Under the existing plan, a completely integrated system of arterial highways, both radial and concentric, will be built. Intimately connected with the development of the street pattern is that of parks and waterways. The boulevards which radiate in all directions from the city's heart are also parkways which, broadening as they approach the city limits, directly link the peripheral parks to the city proper. The margins of Moscow River and the numerous canals and lakes are also being developed as parkways upon which a great deal of the city's new housing will front.

**WPA Recreation Projects in Chicago**—Dr. Philip L. Seman, Chairman of the Chicago, Illinois, Recreation Commission, has announced the consolidation of all WPA recreation projects in Chicago into one city-wide project under the sponsorship of the Chicago Recreation Commission. This new project involves some 4,000 workers and a sum of money totaling \$2,000,000 or more. Wilfred S. Reynolds, director of the Council of Social Agencies, was appointed by Dr. Seman to serve as chairman of a committee of the Commission which will handle the Commission's sponsorship duties and act as its representative. This committee will also be advisory to other public and private groups and agencies seeking federal aid for recreation. Other members of this committee are V. K. Brown, Chief of Recreation, Chicago Park District; Walter Wright, Superintendent, Bureau of Parks, Recreation and Aviation; Dr. William H. Johnson, Superintendent of Schools; Miss Agnes Nestor, President of the Women's Trade Union League, and Dr. Anthony J. Todd of Northwestern University. A number of other committees have been appointed by Dr. Seman to serve in an advisory capacity to the individual agencies, both public and private, sponsoring certain of the projects.

**The Cost of Crime**—J. Edgar Hoover of the Federal Bureau of Investigation states that crime is costing America at least \$15,000,000,000 a year

or an equivalent of \$120 per capita. He has also made the statement that Milwaukee has only one-fifth as much crime as any city of equal size in America. Mayor Hoan asserts that if this is true Milwaukee, with a population of 600,000 persons, is saving society \$96 per resident or \$57,000,000 annually. He has also made the statement that the credit for this saving is due to the leisure time program carried on in the parks and social centers of Milwaukee.

**Happiness in Service**—Lord Baden-Powell, founder of the Boy Scout movement, on his eightieth birthday sent the following message to the Boy Scouts of the world: "Eighty years may seem to you a long time, but I can't remember a time when I wasn't busy, and as long as you are busy you can't help being cheerful. If you ever find yourself without something to do, remember there are always lots of people wanting help, old people or infirm and poor people who would be only too glad of a helping hand. However poor or small you may be you can always find someone worse off than yourself, ill or old or crippled. If you go and help them and cheer them up a funny thing happens. You find that by making others happy you are making yourself all the happier, too."

"I want you to have as long and jolly a life as I have had. You can get it if you keep yourself healthy and helpful to others. I will tell you my secret for this: I have always tried to carry out the Scout promise and the Scout law in all that I do. If you do that you will make a success of your life and will have a very happy time even if you live to eighty."

#### Meetings of the Women's Division, N.A.A.F.

—The Women's Division of the National Amateur Athletic Federation has planned a number of meetings which will be of interest to recreation workers.

On April 21st the annual meeting of the Division will be held from 9:00 to 12:00 in the Garden Room of the Hotel Martinique, New York City. The theme of the meeting will be "Athletics As a Social Force," and there will be two main addresses—"Rural Problems in Recreational Activities," by Ella Gardner, United States Department of Agriculture, and "Socializing Sports in the City," by Mark McCloskey, NYA Director, New York City. This meeting will be followed at 12:30 by the fourteenth birthday luncheon. A



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number of speakers will talk on the subject, "Our Theme in Relation to the Community and Girls Out of School." It is suggested that anyone desiring to attend this luncheon communicate with Miss Mary Van Horn, Women's Division, N. A. A. F., 303 West 42nd Street, New York City.

**Music on the Akron Playgrounds**—A total of 540 boys and girls of Akron, Ohio, were organized last summer into fourteen different bands and orchestras. During the summer these groups presented a total of thirty-one concerts. The season closed with a final musical program at the fair grounds in which a 100 piece orchestra participated. The services of the WPA music staff made it possible to conduct 170 classes in singing throughout the city. Eight community sings were held and sixteen amateur shows produced.

**Hockey Goal Nets**—Discarded tennis nets, the Montreal Parks and Playgrounds Association has found, can be used to make very satisfactory goal nets for hockey. One of the most common reasons for the wearing out of nets is that the bottom of the net freezes to the ice surface, and carelessness in taking it in often results in the



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Both games now in Chicago Park District Playgrounds. **TUMBLE-RINGS** protected by Copyright, 1936. **BAKINET** protected by U. S. and Canadian Patents.

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tearing of the bottom section. This can be avoided by having the bottoms of the nets attached to boards so that when they are taken in the boards, if frozen to the ice, can be easily forced without damage to the nets.

**Substitutes for Death Toys and Games**—World Peaceways, Incorporated, 103 Park Avenue, New York City, has issued an article entitled "Substitutes for Death Toys and Games," which advocates the substitution for toy guns and miniature implements of warfare of toys and games which will meet the need for physical conflict, the desire for adventure, the necessity for noise and excitement, and the element of surprise. The article suggests a number of toys and games which will meet these needs quite as satisfactorily as toys identified with the destruction of human life. Copies of the article may be secured from World Peaceways, Incorporated, at five cents apiece.

The New York Police Department in its distribution of Christmas toys banned toy guns and cannon.

**Salt Lake City's Costume Bureau**—The Salt Lake City, Utah, Recreation Department is justifiably proud of the work of its Costume Division. As a WPA project the building facilities at Victory Park were thoroughly remodeled and equipped, new cupboards, shelves, ironing boards, wash tubs and lighting fixtures being installed throughout. Approximately 500 new costumes were added to the wardrobe during 1936, as well as many accessories, such as sandals, belts, masks and jewelry. The Costume Bureau now boasts a total of approximately 1,100 complete costumes with 326 extra accessories and properties. The entire wardrobe was checked over, repaired and remod-

eled, WPA and NYA workers being made available for this project. Flood lights, scenery, curtains and stage properties of all kinds are loaned to church and school groups whenever possible.

### Charles Hayden

(Continued from page 6)

boys and young men and believed heartily in protecting their spare time. In speaking of the needs of boys throughout the country, he once said, 'They should have their God-given right to play and work off their surplus energy and to utilize their spare time.' The breadth of his interest was expressed in generous provision for boys clubs, a planetarium in New York City, and contributions to a long list of charitable, civic education and recreation causes. Charles Hayden personified play spirit. It permeated his work. He entered enthusiastically, joyously and triumphantly into all that he did. He enjoyed recreation himself taking part actively in golf, tennis, boating, social activities and games of various kinds. The enthusiasm with which Charles Hayden worked for the youth of America and his faith in them will remain an inspiration to those who work in the national recreation movement."

The resolutions were signed by a Resolutions Committee consisting of Joseph Lee, John H. Finley, F. Trubee Davison, E. E. Loomis, and Howard Braucher.

### For Newer and Better Houses!

(Continued from page 9)

niture had a modernistic trend in keeping with the style of the exterior.

The bathroom fixtures were modeled from clay and baked. Sheet celluloid was used for glazing the windows.

A fluted effect on the rounded exterior solarium was gained by the use of 1" x 2" blocks with the outer surfaces rounded. Windows were cut into the edges of the blocks after they had been mitred to fit each other.

### Some of the Values of the Project

As a playground project with universal appeal a project of this kind is invaluable; it is equally suited to both boys and girls, it produces ideas and stimulates the imagination, it is highly educational, it demands a high degree of craftsmanship, and last, but by no means least, it provides a means for children on the playgrounds actually to share



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in cheering the lives of children less fortunate than themselves at Christmas time.

Nineteen local institutions received the novel gifts. Among them were hospitals, settlements, children's homes and the Glen Lake Sanitarium. Enthusiastic letters of appreciation came from all of them. A few of them follow.

From St. Joseph's Orphanage:

We are very grateful to you and to the WPA Recreation Instructors for the very beautiful doll house with which our children were presented at Christmas. You may be assured that your thoughtful remembrance of our homeless little ones added greatly to their joy on Christmas Day. It is our ardent wish and prayer that your sweet charity be rewarded most abundantly.

With best wishes for a blessed and happy New Year, I am,

Most gratefully,  
SISTER EMELINDA, O. S. B.,  
Sister Superior.

From Emanuel Cohen Center:

For the Board of Directors and the boys and girls of the Emanuel Cohen Center, I wish to express our thanks and appreciation to your department, the children of Folwell Park playground and the WPA Recreation Instructors for the very lovely doll house you presented to us.

It certainly has created quite an interest in our house among the young and old alike, and the little tots in our nursery school have a very good time playing with it. We are going to keep this house on display during the school vacation and turn it over to our nursery school for their exclusive use after that.

You certainly are to be congratulated, not only on the fine work which has been done on these houses, but more so on your spirit in distributing these houses to the various agencies in the community.

Many good wishes for continued success in your good work.

Very sincerely,  
J. MIRVISS,  
Executive Director.

**Back to Atlantic City!**

(Continued from page 11)

with emergency funds must now be maintained or lost. Can local recreation systems absorb these additional burdens? Can they man them with volunteer leadership?

All over the United States citizens' groups of varied kinds are being formed to support better municipal government, to reduce delinquency, to serve as pressure groups in moving City Councils to action in the realm of planning, health and recreation. The value of such resources has scarcely been touched in the field of recreation.

The Use of the Schools for Enrichment of Community Living will be one of the live topics of the Congress. Why should school buildings built by taxpayers be used only from nine to

## Recreation Week in Salt Lake City

THE FEBRUARY, 1937 issue of RECREATION described Recreation Week held under the auspices of the Oakland, California, Recreation Department. Salt Lake City, Utah, according to the annual report of the Recreation Department for 1936, also held such a week from June 14 through June 21, 1936.

A group of diversified activities, some specially planned and others a part of the regular activity schedule, were arranged and publicized to show the breadth of the program. Radio talks were given by prominent citizens and special addresses were arranged for all service club luncheons. Billboard advertising was carried on through the courtesy of the Parks Advertising Corporation and the WPA art project.

The week was highly successful and will be repeated on a larger scale next year as a cooperative project of the Salt Lake Recreation Council and the Recreation Department.

The program was as follows:

**Sunday, June 14—"Water Recreation."**

Special boating regatta on Great Salt Lake.  
Band Concert at Liberty Park.

**Monday, June 15—"Playground Day."**

Opening of activities on summer playgrounds.

**Tuesday, June 16—"Archery Day."**

Special archery tourney and exhibitions.

**Wednesday, June 17—"Music Day."**

Special concerts by Salt Lake Civic Orchestra.  
WPA concert orchestra.

**Thursday, June 18—"Swimming Day."**

Special swimming meet.

**Friday, June 19—"Golf Day."**

State Amateur Golf Tourney.

**Saturday, June 20—"Outdoor Recreation."**

Special invitation to visit forest recreation areas.

**Sunday, June 21—"Baseball Day."**

Special benefit all-star game.  
Band concert.

three? City after city has demonstrated their value for adult interests after school hours.

A new feature of the Consultation Service this year will be the provision of a collection of publications and other material which will be made available for study and reference by the delegates. Materials issued by local recreation departments will have a large part in this display. Copies of reports, record forms, plans, publicity, pro-

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grams, budgets, copies of city ordinances, state enabling acts and other valuable material will add greatly to the concrete help delegates will get from the Congress.

Much of the value of any conference or convention lies in the personal interviews and casual talks that are possible. Men and women of similar interests, baffled by similar problems, meet in small groups or two by two's to work things out together. Many a difficult question will be resolved on the boardwalk long after Congress sessions are ended.

Rich are the memories of inspiration, fellowship, and practical help that come to those who have attended the Congress in the past. After two years the "regular" Congress attendants will renew those happy contacts of other days. The newcomer will look forward to an experience which he will not soon forget. Together they will make

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**John Nolen**

Dr. John Nolen, internationally known landscape architect and pioneer in modern city and regional planning, died on February 18, 1937. The park and recreation movements owe much to Dr. Nolen, for among more than four hundred public planning projects in which he participated were many having to do with parks and play spaces. He was keenly interested in the recreation movement and attended a number of the National Recreation Congresses.

up a Congress assembly that will set new milestones of achievement along the way to better recreation for the American people.

**The Duties of a Recreation Board Member***(Continued from page 12)*

tive rest to a large degree the success of the local movement.

The far-seeing board will refrain from:

Assuming the functions of the superintendent of recreation in executive details.

Dealing directly in an executive capacity with subordinate employees.

Urging upon the recreation executive the employment of workers regardless of their qualifications or forcing him to discharge competent employees for purely political reasons.

There are a number of general principles relative to the relationship of the board and executive which are generally understood to be necessary in the establishment of successful working relationships. Most important of these is the willingness of the board to give the executive a free hand, within the limits of the policies laid down by it, to organize and carry on the affairs of the department as long as his efforts produce the results desired and meet with the general approval of the public. In no other way can an executive do his best work. In no other way will a governing body have the full benefit of the resourcefulness, initiative and technical knowledge and skill of its superintendent. There will always be a constant interchange between the governing authority and the executive in respect to both governmental and executive functions. Out of suggestions of the executive will, no doubt, come many of the plans and policies adopted by the governing body. Similarly, a recreation board may be of great aid to an executive in purely executive functions. This is

especially true if the board has on it a number of members who are technically trained in some particular executive service or who have had wide experience in handling executive problems.

A recreation board can best serve its community by holding its executive officer responsible for a high degree of efficiency in the administration and operation of the recreation department. Board members should consider their responsibility in serving on the board a public trust to be regarded with the same sincerity and earnestness shown in the pursuit of their business or professional life. In this way alone can the public be most effectively served and municipal recreation take its rightful place as a public service.

## Pegs—And What to Do With Them!

(Continued from page 14)

Give each of the players at the head of the left hand divisions a ball. On the word "go" these players roll the ball at the peg. If it is knocked down the player runs out and sets it up and then steps out of the game. The player at the head of the opposite division retrieves the ball and from the head of his line bowls at the peg. He continues to bowl until he knocks down the peg, the head of the opposite division retrieving for him. When the peg is knocked down he sets it up and the retriever starts to bowl and so the game continues. The first team with only one player left wins.

**Peg Stand and Carry Relay.** Teams take position described above, except that one division has one more player than the other. The two sections of each team are thirty to forty feet apart, and midway between is a peg in a circle. At the signal "go" each player at the head of the longer division runs to his peg, picks it up and carries it to the head of the shorter division. The player who has just run goes to the end of the shorter line, while the player to whom he gave the peg returns it to the center and runs on to tag the next person in the longer line, who does as the first player did, and so on. The game continues until all players on one team have changed divisions or until they are back in their original positions. If a peg falls the player who last stood it up must run back and set it up again.

**Peg Shift Relay.** The game is played as above, except that the peg is moved from one circle to an adjoining one and the player continues, tags the opposite man who runs back and shifts the peg into the other circle and so on.

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**Peg Balance Relay.** Teams are in file formation about five feet apart. Thirty feet in front of each file is a line. The head of each file has two pegs. On the signal to start the leader of each line places one peg on top of the other, holding the lower peg with the hand below the middle of the peg. As soon as the pegs are balanced, the player puts his free hand behind his back and starts for the line. Should the top peg fall, the player must stop, pick it up, balance it again and put his free hand behind him before he moves forward again. The free hand must not be in front while the player is moving. When he crosses the line he may seize both pegs in his hands and run back to the next player who proceeds in the same fashion. The first line to finish wins.

**Balance and Stand Relay.** This is played as is the above game save that all but the first player have one peg. The first player, who has two pegs, balances his pegs, one on top of the other, to the line, stands one up on the floor and carries the other back to the second player. If a peg on the line falls down, the last one to touch it must set it up before his team mate may start.

**Knock the Peg Down.** Players are in file formation. About twenty feet in front of each file is a peg behind which stands a catcher. On signal to start the leader of each team bowls a ball at the peg. He must continue to bowl until the peg is knocked down. When it falls he goes to the foot of the line, the catcher returns the ball to the head of the line, sets up the peg and the game continues until one team has all its men in their original position.

**Middle Peg Down.** The game is the same as the previous one save that instead of one peg there are three in a row, one foot apart. The bowler must hit the middle peg down but leave the other two standing.

# SAMPLES

. . . of what is published in  
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## CAMPING WORLD

THE NATIONAL MAGAZINE OF CAMPING

*Edited by L. NOEL BOOTH*

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*Send to Dept. R 6 for a sample copy*

## For the Price of a Single Movie!

*(Continued from page 20)*

the stage reading "Vote Yes for Playgrounds." Between the ten-minute performances the announcer urged voting for recreation.

On election day excitement ran high. Voters were transported to the polls in borrowed cars; sample ballots were given out; checkers at the polls checked on votes from the precincts, and children carried slogans near by. The results were gratifying, for final figures showed a 2¼ to 1 ratio in favor of recreation.

## When Gypsies Come to Reading

*(Continued from page 22)*

The winner of each age group is eligible to the sectional story contest scheduled for the following week. An alternate is chosen in each case. For this contest the city is divided into four districts, and one playground within each district is selected as the place at which the sectional contest is to be held. The contestants from the playgrounds within the district meet at the places designated. The girl leaders of the four designated playgrounds act as hostesses. It is their duty to greet the contestants and make them feel at ease, to greet the judges and see that they clearly understand their directions, to announce the contestants at the proper time, to tabulate the judge's decisions and to send the names of the winners to the Recreation Department office the same day as the contest.

The judges of the contests are members of the Story League, invited by the Supervisor of Dramatics. Before the contest, each judge received through the mail a copy of the score sheet, plus directions for scoring. The point system is used for the following:

|                 |           |
|-----------------|-----------|
| Selection ..... | 30 points |
| Memory .....    | 30 points |
| Delivery .....  | 30 points |
| Posture .....   | 10 points |

Spaces are provided on the sheets for remarks by the judges and for suggestions for improvement of future contests. Three judges are provided for each sectional contest. The grouping is the same as for the local contests and the winner of each group is eligible for the city-wide contest, held one week after the sectional ones.

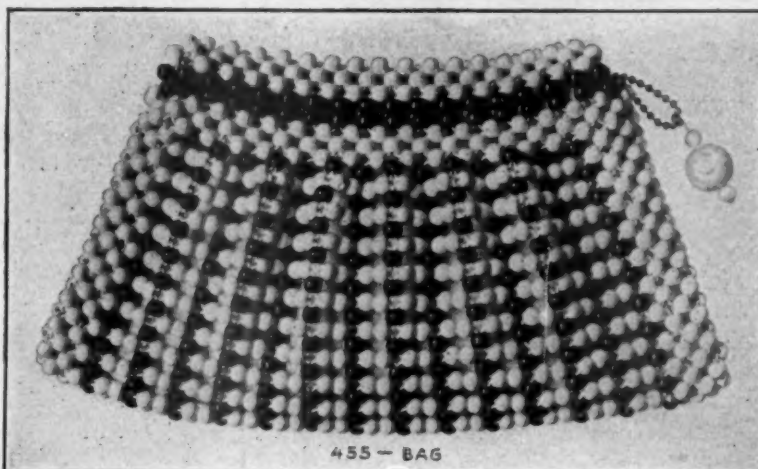
*(Continued on page 50)*



# Become Familiar with BEAD CRAFT

**Read** the article in this issued entitled "Bead Craft As a Playground Activity" by Maurine E. Mader of the Playground and Recreation Commission, Springfield, Ill.

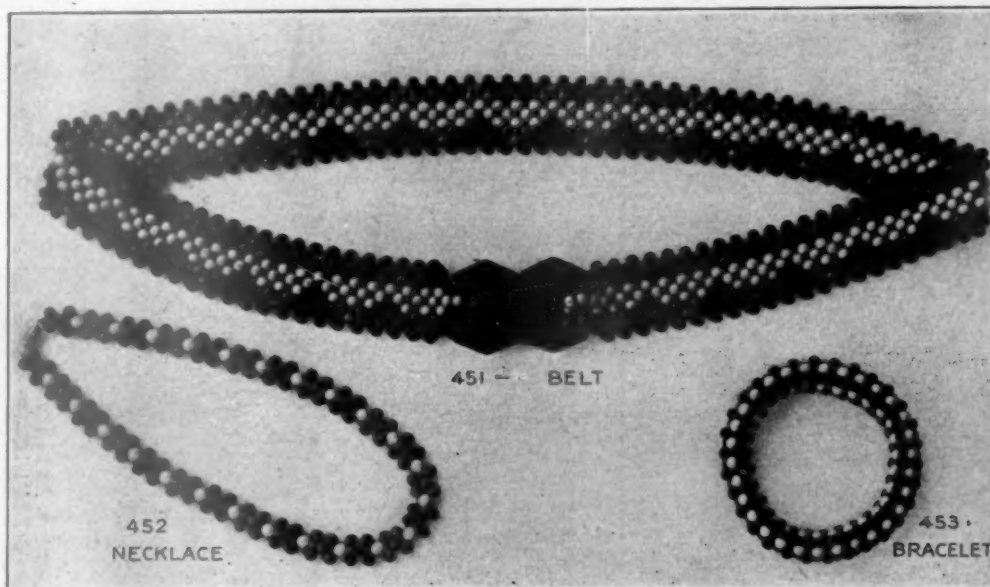
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## Recreation Developments in Montreal

**C**APTAIN WILLIAM BOWIE, Executive Secretary of the Montreal Parks and Playgrounds Association, has written that work is well under way in the one million dollar park and playground improvement and development program in Montreal, which is designed to give employment to as many men as possible.

Included in the project is \$275,000 for a municipal bathing beach on St. Helen's Island situated in the middle of the St. Lawrence River, and easily accessible from the crowded section of the city. This beach will be finished in May, 1937, and will accommodate some 10,000 bathers.

\$250,000 has been set aside to be expended on the expansion of the Botanical Gardens.

Generous provision has been made for playgrounds for the younger children, playing fields for the older teen-age boys and girls and picnic grounds for families.

A sum of \$144,000 is set aside for the building of large wading pools in playgrounds situated in congested parts of the city.

\$75,000 will be devoted to the improvement and reforestation of Mount Royal Park; the unique mountain park situated in the heart of the city.

The balance of the money will be expended in beautification, improvement and extension of existing parks. This will fill a long felt need.

The cost of these improvements is being borne 50% by the Provincial Government and 50% by the Federal Government, so that the city of Montreal is securing much needed facilities without putting an added drain on the sorely depleted civic treasury.

The Hon. William Tremblay, Minister of Labor of the Province of Quebec, has declared that when this project is completed new development schemes will be substituted so that as far as possible men will be kept permanently off the relief lists.

On the appointed day the entrants and judges (again three members of the Story League) meet on a grassy plot in the City Park. A hostess chosen by the Supervisor of Dramatics takes care of the routine matters. Usually at this contest there are many visitors—parents, friends and

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those interested in the art of story-telling. The gathering is very informal, each group telling its stories in turn. A prominent citizen attending the contest of 1936, was invited to present ribbons to the winners. This, plus light refreshments, were new additions this year, which proved very enhancing to the whole affair. It is customary for the winners of the city-wide contest to tell their stories over the radio on the regular weekly Department broadcast. That, with the ribbons awarded is the only prize offered. While called a contest, and carried out on that basis, the story-telling affair is intended more to foster good story-telling and to instill interest in literature than to be merely a competition.

The girls and boys of Reading love story-telling but in order to make the activity on the playgrounds truly successful, there must be a program carefully planned and followed during the whole season.

### Play for Handicapped Children

*(Continued from page 26)*

Teachers in the Special Education Department are called "Play Ladies" by the children. This is

scarcely a misnomer for with great care we foster the spirit of true play that the hospitalized child may not need to retrace his steps in the serious work of preparing for life, for he is living his adjustments, his tolerance, his understanding in everything he says and does.

### Saving Pennies

*(Continued from page 31)*

cess. A highly plastic clay dries more slowly than an open clay, and open clay is less apt to crack. Pottery should be thoroughly dry before being fired. If it scratches dusty on the bottom, it is dry enough to be fired. Clay is porous and contains a large amount of air, which will expand and crack the article upon being put into the kiln unless the object has been thoroughly dried. Pieces should be dried on shelves with small sticks under the bottoms to make drying more even.

After the pottery is dry, place it in long square tiles of fire clay, which can be stacked one on top of another until the kiln is full. Start the fire very low, and if burning gas leave the flame at the same height for about eight or ten hours. This will finish drying the pottery. The door of the kiln





## A Health-Building Game for Old and Young

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should be left open to let the moisture out. Before increasing the fire, brick up the front of the kiln and leave a small hole large enough to watch the gauge through. If the clay is held at red heat for three hours, it will be fused enough to hold together in water. When shutting the kiln off, be sure to stop up the draft at the bottom and let the kiln cool off at least twelve hours before opening.

## "People Laughed"

(Continued from page 34)

large number of game boards and similar supplies and shipped them to cities in the flood areas of Illinois.

Once more recreation has demonstrated its value in times of stress and disaster!

## Theodore Wirth— Pioneer in Park Planning

(Continued from page 37)

held its annual convention in Minneapolis and elected him president. He was instrumental in bringing to Minneapolis the National Flower and

Garden Show in 1930. In recognition of his service to horticulture and for his previous offices as president, he was awarded the Gold Medal of Honor of the Society of American Florists and Ornamental Horticulturists. In 1933 he was awarded the Pugsley Silver Medal of the American Scenic and Historic Preservation Society for meritorious park service in his work with the Park Board of Minneapolis.

When Mr. Wirth retired from active service, he and Mrs. Wirth started on a tour of the world which they completed in eleven months. Before returning to Minneapolis the couple visited their sons, Conrad L. Wirth, Assistant Director of the National Park Service in charge of the Branch of Recreational Planning and State Cooperation, in Washington, and Walter L. Wirth, superintendent of parks, of New Haven, Connecticut. Another son is Lieutenant-Commander Theodore R. Wirth of the United States Navy.

## Bead Craft as a Playground Activity

(Continued from page 38)

mate cost of various small articles, such as bracelets, head bands, belts and small purses. In our city, as in most communities, there is little money available for handcraft supplies, and on playgrounds it is often hard to find any funds for materials. In introducing bead work on our playgrounds each director started the bead project and that, it seemed, was all that was needed! The children had their own ideas as to color and design, and with a little help worked out many attractive articles. Many of the older girls made small purses, some with initials or monograms worked out as a design in the purse. These were, of course, all along the simpler lines of bead work, but when the fundamentals or principles have once been learned any pattern can be worked out.

The Playground Commission is headquarters for supplies and each child pays his five or ten cents or whatever the price of the article to be made may be. These beads are sold without profit to the Commission. Our experience has shown that if a child really wants to make an article he can find the necessary pennies with which to do it.

The first summer's work was carried over into the Girl Scouts' winter program and that of the Girl Reserves and of the Y. W. C. A., Y. M. C. A. and camps located near here. Many calls were received from adults at the close of the summer playground program when they had seen the work

(Continued on page 54)

## The Library and Recreation

THE RECREATION COMMISSION of Millburn, New Jersey, according to Carl Schmitt, Director of Recreation, has completed a piece of work in a field not usually considered a part of the recreation program.

In 1935 a new recreation building was completed in Taylor Park, the center of the community's recreation activities. The local Junior Service League cooperated by furnishing the building and supplying books for the room set aside as a reading room. The League also assisted by providing leadership every afternoon for this library. It was impossible to make it a lending library since a clause in the deed of the donor of the park specifically stated that a public library could never be established in the park. There was no question, however, of the desirability and interest for establishing a public library in the community. The State Library Association had reported that Millburn was the only community of its size in the state without a public library and something, it was felt, should be done to meet this long felt need.

Aided by the interest created through the reading room in the park, the Junior Service League and the Recreation Commission initiated plans for enlisting the cooperation of other organizations in the town in the establishment of a free public library. The Recreation Commission started the ball rolling by persuading the Township Committee to turn over a two-family residence which it owned and eventually to appropriate enough money to repair and improve the lower floor of the building, install a modern heating plant and make the building available for use as a library.

In the meantime the Junior Service League was busily at work talking up the proposal for a library with other organizations, and a meeting of representatives of the various groups was held to discuss plans. The outcome of this meeting was a second meeting at which a Library Board was appointed. A plan to sell memberships was formulated and a date set for a drive for funds. It was decided to sell active membership for \$1.00, contributing membership for \$10 and a lifetime membership for \$100 or more. The plan included the proposal to turn the contributing and family memberships and all additional active memberships which could be secured into cards for children and others financially unable to purchase them. In this way the library would be open to all.

A great deal of assistance was given by organi-

## Magazines and Pamphlets

Recently Received Containing Articles  
of Interest to the Recreation Worker

### MAGAZINES

*Journal of Physical Education*, March-April 1937

Hints on Badminton, by Kenneth Davidson

A Study of Seven Learn-to-Swim Campaigns,  
by S. P. File

Community Wide Softball, by Merle A. Harding

*Journal of Health and Physical Education*, February 1937

Art and Activity, by Helen A. Pendergast

Suggested Programs for Demonstrations and Exhibitions, by C. O. Jackson

Systematized Swimming Meets, by Marjorie M. Mayer

Girls' Basketball Leagues, by Anna Hiss

Playball, by Marion Robinson

*Planning and Civic Comment*

A supplement celebrating the 20th anniversary of the National Park Service was issued with the October-December 1936 issue.

*Leisure*, March 1937

Bigger and Better Dramatics, by Leone M. Buechele

The Romance of Archery, by W. A. Wittich

Good Books for Bad Boys, by Calvin T. Ryan

Pin-Etched Easter Cards, by Agnes Choate Wonson

Shamrock Fun—a St. Patrick's Day Party,  
by Harry D. Edgren

Recreation from the Social Work Year Book

*Journal of Health and Physical Education*, March 1937

On Walking, by Leon J. Richardson

Modern Psychologies of Sports, by John Brown, Jr.

Diving, by Matt Mann

*Parks and Recreation*, March 1937

Window Publicity for Parks

A Traveling Museum as an Educational Feature,  
by Hugh S. Davis

Nature Activities at Oglebay Park

*Parents' Magazine*, April 1937

Family Fun, by Elizabeth King

Books for Boys and Girls, by Alice Dalglish

*Teachers Journal*, January 1937

Hobbies Modify Personalities, by Walter L. Scott

### PAMPHLETS

*Annual Report of the Board of Recreation Commissioners, Summit, N. J., 1936*

*Second Annual Report of the Department of Public Recreation, Winston-Salem, N. C., 1935-1936*

*Annual Report of the Division of Recreation, Parks and Boulevards—Toledo, Ohio, 1936*

*Annual Report of the Pleasure Driveway and Park District, Peoria, Illinois, 1936*

*Youth Progress*

Michigan National Youth Administration, City National Building, Lansing, Mich.

*Fifteenth Annual Report of the Park Department, Recreation Bureau of Passaic, N. J., 1936*

*Annual Report of the Superintendent of Recreation of the Union County Park Commission, 1936*

*Girl Scout Report for 1936*

*National Parks of Canada—Annual Report, 1935-36*

*Annual Report of the Playground and Recreation Department of the City of Aurora, Ill., 1936*

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zations, individuals and the State Library Association, with the result that six months after the original plans were discussed Millburn feels assured of realizing its dream of a free library for all its citizens.

#### Bead Craft as a Playground Activity

(Continued from page 52)

done by the children. Such questions were asked as, "Why not start a class in bead work for women?" "What is the cost of the material?" "How long does it take to finish a purse?"

We organized a women's handcraft class in one of the public school buildings. This class, which met one afternoon each week from two to four o'clock, was received with such enthusiasm that many more similar classes have since been organized in other parts of town. Many women who have taken purses home to work on have been surprised to find that their husbands have become interested in the art and have themselves made purses and belts.

There is something about bead work that grows on one, and when a project is once started it is hard to put it down until it is completed. Bead products from our classes have been sent to all parts of the country and bear labels indicating that they are handmade and have come from Springfield, Illinois. Many employees of local business houses are members of our classes. They are interested in learning to do the work so that they may be able to repair commercial purses if necessary. Many women have made pin money selling their products.

Our office seems to have become the state headquarters for bead supplies, and we have sold beads in all parts of Illinois. This widespread interest may have been due to our exhibit at the State Fair when visitors asked that we hold classes in bead work there. Much interest was aroused when we demonstrated how simply the work could be done and what attractive articles could be made in a short time. So great was the demand for articles that it seemed doubtful whether we should be able to keep any on display at the fair!

Every day calls are received at our office requesting information on bead craft, and many people call in person to see the samples on display and ask questions about them.

After two years of using wooden beads as a handcraft project in our program we feel it is one of the finest individual activities we have ever introduced and developed.



## New Publications in the Leisure Time Field

### Index to Handicrafts, Modelmaking and Workshop Projects

Compiled by Eleanor Cook Lovell and Ruth Mason Hall.  
The F. W. Faxon Company, Boston. \$4.00.

**T**HIS VERY CAREFULLY worked out index of articles on handicraft is based on an extensive collection of references accumulated in the Minneapolis Public Library during the past twelve years. It covers a field of miscellaneous and hitherto unorganized material on handicrafts and amateur workshop projects. Only articles giving practical information and the necessary drawings or diagrams for construction have been included.

### The A B C of Attracting Birds

By Alvin M. Peterson. The Bruce Publishing Company, Milwaukee, Wisconsin. \$1.50.

**I**F YOU ARE INTERESTED in birds and want to have them as friends and neighbors, the suggestions of the bird lover who wrote this book will go far to help you win their friendship. Simple, inexpensive and sure ways to attract the birds are to be found in this book which gives reasons for having birds, information regarding bird baths, feeding and nesting boxes easy enough for anyone to make, and facts telling how trees, bushes and vines act as bird attractors—these are a few of the subjects discussed. In the final chapter suggestions are given for forming an effective bird sanctuary. There are many attractive illustrations.

### Collecting Stamps for Fun and Profit

By A. Frederick Collins. D. Appleton-Century Company, New York. \$2.00.

**T**HIS IS NOT merely a book on stamp collecting for in it Mr. Collins has traced the history of communication from the days of the couriers and smoke signals to the first public postal service. He has given us, too, information regarding the intriguing process of engraving and printing stamps. There is a wealth of information in this book.

### Motor Camping

By Porter Varney. Leisure League of America, New York. \$25.

**N**OW THAT AMERICA has taken to wheels, such a practical booklet as Mr. Varney's *Motor Camping* is particularly timely. It tells where to go and what to see, how and where to sleep, and gives suggestions for meals and how to prepare them. The booklet also suggests how to build and equip a trailer and discusses miscellaneous equipment. If you find yourself suffering from an attack of Wanderlust, this is the book for you!

### The Community Handbook

By Alexander Nunn, Donis McIntosh and Elsie Orr Echols. Young Folks' Department, The Progressive Farmer-Ruralist Company, Birmingham, Alabama. \$25.

**D**ESIGNED PARTICULARLY for the use of leaders in rural districts, this booklet contains 224 pages of exceedingly practical material. There are programs, party suggestions, plays, games, songs, hints for community meetings, information on parliamentary law and good manners, suggestions for camping and first aid, and many other subjects. Leaders of young people will find in this booklet a wealth of information.

### Guide to the Southern Appalachians

Publication No. 8. The Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. \$1.00.

**T**HIS VOLUME, completing the series of five guide books to the Appalachian Trail, takes us to the Southern Appalachians. It is a pioneer publication since there have been hitherto no available guides for this region. Many sections covered in the guide have been previously overlooked.

### New Bodies for Old

By Dorothy Nye. Funk & Wagnalls Company, New York. \$2.00.

**H**ERE IS A VOLUME of 135 pages profusely illustrated by pen and ink drawings in which is given the information a woman needs for restoring or retaining a healthy, symmetrical body. Correctional exercises are suggested for difficulties of many types. The information is so delightfully given that one is inspired to undertake the régime suggested. Miss Nye is an authority on corrective gymnastics. For five years she was associated with the Physical Education Department of Barnard College, and has worked with the National Board of the Y. W. C. A.

### An Evaluation of a Plan for Character Education

By W. Bradford Bayliss, Ph.D. Bureau of Publications, Teachers College, Columbia University. \$1.60.

**M**R. X HAD AN experience in his boyhood which made a lasting impression on his life. His Sunday School superintendent caught him pitching pennies and succeeded in getting the boy to sign a pledge to abstain from all kinds of gambling until he was twenty-one years of age. This pledge proved to be very helpful to Mr. X in his youth and early life, and when he later became wealthy he decided to establish a Foundation to help boys with character problems. The plan he set up offered

to each boy who would live up to a given pledge for three years the sum of \$200, to be used as the boy saw fit. Each boy selected a sponsor who was to be his guiding star during the three years of testing. By the winter of 1930-31 1200 boys had completed the test and received their awards; approximately 2500 more were in the enrollment test. The writer of this volume was asked by the "Foundation" "to study the boys and the plan in order to determine whether the latter was sound, how well it was working, and whether it should be improved or discarded."

The major portion of the book deals with the description and the working out of the plan. There were interviews with a sampling of boys, parents and sponsors; the opinions of a group of experts in the field of religion and character education were secured; references in current writings in the field of religious and character education were studied in their relation to the plan. Upon the findings from these three sources the conclusions were reached in regard to the value of the Foundation plan.

The major conclusion was that offering boys money to be good does not work. Many people would have guessed that in the beginning. This scientific study now proves it, and that in itself is worth much to workers in the field of character education. But the conclusion, however important, is only one of the values of the book. Its description of the research method is excellent. There is much food for thought regarding pledges and awards in general and in the selection, training and responsibilities of sponsors. This book will probably be read widely by persons interested in work with adolescents and in instruments for promoting character growth. — Reviewed by *E. C. Worman*.

#### Nature Magazine's Guide to Science Teaching.

By E. Laurence Palmer, Director of Nature Education of the American Nature Association and Professor of Rural Education at Cornell University. Published and copyrighted by the American Nature Association, 1936. \$1.00.

An enriching program provides access to a wide range of supplementary material. I am glad that a recognized leader in nature education has made the basic content of the Nature Magazine available to teachers of elementary science. The excellent pictures of the magazine have been included. The book is a guide and provides for growth in ten major "realms." The author freely admits the limitations of a guide for one magazine. The role of the publication is to supplement and enrich existing courses. As such, progressive teachers will wish to add it to their kit.—*William Gould Vinal*, National Recreation Association.

#### Catching Up with Housing.

By Carol Aronovici, Ph.D., and Elizabeth McCalmont. Beneficial Management Corporation, 15 Washington Street, Newark, N. J. \$2.00.

"An excellent bird's-eye view of the housing problem of great value as a primer for social workers, government officials and students of housing," is the comment of Clarence L. Stein, architect, on this practical book which is intended for the use of class study and for the public interested in the improvement of housing conditions in the United States. It contains data on all important housing projects and the development of the housing movement in this country during the last century. It also suggests what might be done in the housing field. The material is clearly classified and ably indexed.

#### Dogs.

By Alfred W. Meyer. Whittlesey House. McGraw-Hill Book Company, Inc., New York. \$2.50.

If dogs are your hobby, you will find this book on their care and training breeds and selections full of interest.

#### List of Pageants and Plays for Children, Young People and Adults.

Education Department, National Council for Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C. \$10.

This extensive list has been carefully classified, arranged alphabetically and separately numbered under each group, with notations as to occasions for which they are particularly appropriate. Brief information is given about the theme, number of characters, playing time and publisher.

#### Child Labor Facts — 1937.

National Child Labor Committee, 419 Fourth Avenue, New York. \$25.

Facts which every citizen should know about the alarming extent of child labor will be found in a 31 page pamphlet recently issued by the National Child Labor Committee. It is a general informative booklet dealing with the extent and present forms of child labor, the status of child labor legislation, and the effects of premature employment on the physical and mental well-being of children. It gives the factual background for anyone interested in the problem.

#### The Story of Christmas.

By R. J. Campbell, D.D. The Macmillan Company, New York. \$3.00.

Canon Campbell in retelling the Christmas story has presented it in both its ancient and modern setting, and has illustrated it with materials drawn from a number of periods. There are old Christmas customs, modern Christmas stories, carols and Christmas verse. The selections chosen have been drawn from a vast amount of literature on the subject, and it is Canon Campbell's hope that readers will be stimulated to explore this fascinating field for themselves.

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